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ABSTRACT

This catalog is intended to help teachers, curriculum supervisors, members of ethnic organizations, and others interested in multiethnic education become aware of and more effectively use the products of the Ethnic Heritage Studies Program (Title IX, ESEA). The catalog contains in-depth descriptions of the ethnic studies projects funded from 1974 through 1977, along with descriptions of the materials developed by the projects. The kinds of information provided for each entry include: project title and address, the project director, the ethnic group or groups on which the project focused, the audience and grade level for the project, the project's subject (curricular) area, the format of materials developed (i.e., print or nonprint), the amount of funding, the titles of materials developed, and availability information for each piece of material. Indexes by ethnic group, geographic area, subject area, and titles of materials are provided. The catalog also contains very brief descriptions of Title IX ethnic studies projects funded in 1978 and 1979. (Author/RM)

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1974-1979

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Boulder, Colorado

1980

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Regina McCormick is a staff associate of the Social Science Education Consortium and director of the SSEC Resource and Demonstration Center.

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Regina McCormick

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INTRODUCTION

Purpose

The Ethnic Heritage Studies Program Catalog: 1974-1979 is intended to help teachers, curriculum supervisors, members of ethnic organizations, and others interested in multiethnic education become aware of and more effectively use the products of the Ethnic Heritage Studies Program (Title IX, ESEA). The catalog contains in-depth descriptions of the projects funded from 1974 through 1977, along with descriptions of the materials developed by the projects. The catalog also contains very brief descriptions of Title IX ethnic studies projects funded in 1978 and 1979.

Development of the Catalog

The process of compiling the catalog began in January 1978, when letters were sent to each of the 199 projects funded between 1974 and 1977. These letters asked the projects to send us copies of their final reports and final editions of all materials developed. Many projects were very cooperative and sent us the information we had requested. In other cases, obtaining the materials was a long, difficult, and sometimes unsuccessful task.

For the projects who did supply materials and reports, the materials were analyzed and the final reports read to provide data for use in the project analyses. After much deliberation and discussion with advisory board members and among our clearinghouse staff, it was decided to make the analyses descriptive rather than evaluative. This decision was based primarily on the lack of adequate time to evaluate materials for both ethnic and educational soundness due to the long delays in receiving many of the products.

For those projects whose final reports and materials were never received, we described what the projects did as accurately as possible using information from telephone conversations and various other sources.

To ensure access to the materials developed by the projects, availability information was obtained for each piece of material developed, whether print or nonprint. This effort included asking projects if they were selling their materials. It also included significant effort in making the print materials available through the ERIC system (nonprint materials are not available through ERIC). Each piece of print material developed was duplicate checked to determine whether it was already in the ERIC system. For those items which were not in ERIC and which met the ERIC selection criteria, we obtained a copyright release from the project. The materials were then submitted to the appropriate ERIC clearinghouse for entry into the system.

The National Audiovisual Center (NAC), which serves as a central information source to the general public and federal agencies concerning the availability of federally produced or sponsored audiovisual products, agreed to disseminate information about media products developed by the projects through its computer information service. Our staff filled out detailed NAC forms on all media developed by Title IX projects. NAC will enter the information from the forms into its computer data base, to which educators from all parts of the United States have access.*

Letters were also sent to the 1978 and 1979 ethnic studies projects asking them to send us copies of their proposals. Information from these proposals was used to write the brief descriptions of the projects that are included in the catalog.

Organization of the Catalog

The catalog is comprised of three parts:

--Part I contains in-depth descriptions of the 199 projects funded from 1974 through 1977. The descriptions are organized by state or territory and, within each state or territory, by the institution that received the grant. Four indexes facilitate the use of part I -- ethnic group, geographic area, subject area, and materials titles.

--Part II contains very brief descriptions of the 56 projects funded in 1978. Again the organization is by state or territory and by institution within each state or territory. There are two indexes -- ethnic group and geographic area.

--Part III includes concise descriptions of the 48 projects funded in 1979 and one project carried over from 1978 without new funding. The projects are organized by state or territory and by institution within each state or territory. Again, there are two indexes -- ethnic group and geographic area.

The analyses of the 1974 - 1977 projects comprise the major portion of the catalog. Each project analysis consists of heading information and an in-depth description. The information in the heading includes the project title and address, the project director, the ethnic group or groups on which the project focused, the audience and grade level for the project, the project's subject (curricular) area, the format of materials developed (i.e., print or nonprint), the year the project was funded, the amount of funding, the titles of materials developed, and availability information for each piece of material.

The information in the heading was generally taken from the originally funded grant. Some projects may no longer be functioning, the project director may no longer be with the institution, or the address may have changed. If such changes have been made and the project materials are still available, the correct information is given in the "Materials/Availability" section.

While some of the categories in the project heading are self-explanatory, some require explanation. In the category "Audience/Grade Level," various terms are used. "Student Materials" means that the project developed materials which can be used directly by students. If the term "Teacher Resources" is used, the project developed materials intended for teacher use. Some examples of teacher resources are bibliographies, curriculum guides, units of study (which the teacher must do something with before using them with students), teacher's guides, and background readings. The term "Teacher Education" means that the project conducted teacher training workshops or courses and/or developed material specifically intended for use in teacher education (e.g., a workshop model or a teacher education course outline).

Several aspects of the "Materials/Availability" section require explanation. The Ethnic Heritage Studies Act requires that each project write a final report. In the catalog, final reports are not considered to be materials developed by the project unless they contain information that the clearinghouse staff thought would be useful to others. For example, if a project's final report contained a model for teacher training which others might replicate, the report would be listed in the materials section.

The availability and cost of each piece of material developed by a project are also indicated in this section. In many cases the project itself is selling the items developed. Many of the print materials are available through the ERIC system. Materials that have an ED (ERIC Document) number are available on microfiche in the more than 600 libraries throughout the United States that subscribe to ERIC. Check the library nearest you. You can also purchase a personal copy of any ERIC Document in either microfiche or paper copy from:

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A copy of the EDRS ordering form is shown on pages 3 and 4. Note that postage costs must be paid when ordering either microfiche or paper copy.

Some materials which are available through ERIC did not have ED numbers assigned to them when the catalog went to the printers. For these materials a clearinghouse code is provided.

Example: SO 012 041

To get the ED number from the clearinghouse code, go to a library that subscribes to ERIC. The monthly ERIC index Resources in Education contains an index that cross-references the temporary ERIC clearinghouse accession number to the permanent ERIC document (ED) accession number.

The entries for the 1978 and 1979 projects follow a similar format to those for 1974 through 1977. The headings for these projects contain the project address, project director, the ethnic

*NAC's mailing address is: National Audiovisual Center, General Services Administration, Washington, D.C. 20409.

group focused on, the project's audience and grade level, and the amount of funding. Very brief project descriptions follow the heading information.

Statistical Data

Ethnic Studies Projects Awarded by State: 1974-1979

Between 1974 and 1979, 303 projects were funded by the U.S. Office of Education. The grants were fairly well distributed throughout the United States. (See Table 1 in the Appendix.)

The largest number of awards was made to institutions in New York state; 35 groups in New York--or 12 percent of the 303 grants--received grants between 1974 and 1979. California was second with 23 grants--or 8 percent of the 303 awards. Seven states--Colorado, Connecticut, the District of Columbia, Illinois, Massachusetts, Michigan, and Pennsylvania--received fewer than 20 but more than nine awards. Each of the remaining states, with the exception of Tennessee, which received no grants, received between one and nine grants. Five grants went to U.S. territories.

Types of Organizations Awarded Ethnic Studies Grants: 1974-1979

Ethnic studies grants were awarded to 308 groups from 1974 through 1979.* (See Table 2 in the Appendix.) The recipients of 40 percent of the grants were colleges and universities; 22 percent of the grants went to schools, school districts, state departments, and boards of education; 15 percent to ethnic group organizations; 7 percent to professional organizations; 4 percent to educational centers; 3 percent to non-for-profit educational groups; 2 percent to community groups; and 1 percent to historical societies. The remaining 6 percent of groups awarded grants included museums, religious groups, research and development groups, libraries, a board of cooperative educational services, a day care center, a radio station, a teacher center, a television station, and two miscellaneous groups.

Ethnic Group Focus of Ethnic Studies Projects, 1974-1977

Of the 199 projects funded from 1974 through 1977, 41 percent (82 projects) focused on only one ethnic group; 32 percent (63 projects) focused on several ethnic groups; and 27 percent (54 projects) took a multiethnic approach.** (See Table 3 in the Appendix.)

The 145 projects which were either monoethnic or had a multiple ethnic group approach treated a total of 68 ethnic groups. (See Table 4 in the Appendix.) Black Americans was the most-often-treated ethnic group, being the subject of 49 projects. American Indians were the subject of 44 projects. Ten ethnic groups--Asian Americans, Chinese Americans, German Americans, Irish Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Polish Americans, and Puerto Rican Americans--were the focus of ten or more projects. The remaining 56 groups were treated by nine or fewer projects.

The 82 monoethnic projects treated 33 ethnic groups. (See Table 5 in the Appendix.) Twenty-six percent of these projects focused on American Indians; 14 percent on Black Americans; 5 percent on Appalachian Americans; 5 percent on Chinese Americans; 5 percent on Jewish Americans; 5 percent on Mexican Americans; and 4 percent on Polish Americans. The remaining 36 percent of the monoethnic projects treated 26 different ethnic groups.

Kinds of Ethnic Studies Materials Developed, 1974-1977

Many different kinds of materials were produced by the Title IX ethnic studies projects. (See Table 6 in the Appendix.) Approximately 1,434 items were developed by the 199 projects. Fifty percent (721 items) of these items are audiovisual materials, including cassette or other audiotapes, videotapes or cassettes, slide programs, filmstrips, 16mm films, and records. Forty-six percent (651 items) of the materials developed have a print format. Four percent of the developed items included kits and artifacts, posters, activity cards, games, data banks, computer files, transparencies, greeting cards, study prints, a traveling exhibit, and ditto masters. Seventeen projects reported that they are still in the process of developing materials, which will add another 69 items to the total.

*Between 1974 and 1979, 303 ethnic studies projects were funded. Of these, five were joint projects involving two organizations each, accounting for the 308 organizations which received awards. Although some organizations received more than one Title IX grant during this period, they are counted once for each grant received for the purposes of this statistical analysis.

**A multiethnic approach is defined here as a general way of looking at or studying ethnicity or cultural pluralism, without a focus on specific ethnic groups. Note that some of the projects identified as having a monoethnic or multiple ethnic group approach may also have a multiethnic component.

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PART I

ETHNIC STUDIES PROJECTS

1974 - 1977

PROJECT DESCRIPTIONS BY STATE AND TERRITORY

Alabama

1. ETHNIC HERITAGE STUDIES–THE BLACK AMERICAN EXPERIENCE

Alabama A&M University
School of Education
Normal, Alabama 35762

Project Director: L.W. Buckalew
Ethnic Group: Black Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (K-16)
Format: Print
Year Funded: 1977
Amount of Funding: $12,244.00
Materials/Availability:

Black American Heritage: Contributions to the American Culture, edited by L.W. Buckalew and Cordell Wynn (1978). Note: This is the project's final report.
Available from (1) project: paperbound, 202 pp, $3.00.
(2) ERIC: ED 174 735, 205 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Black American Heritage: Contributions to the American Culture is a collection of articles that examine the Black experience along six critical dimensions: psychological aspects of Black ethnicity, sociological considerations in Black heritage, cultural contributions of Black Americans, the experience of Black Americans in science, educational aspects of Black ethnicity, and human relations and ethnicity. The papers vary in both content and focus. Some are descriptive analyses; others offer alternatives to the conventional wisdom regarding the Black American experience; in still others, the focus is on practical assistance for teachers.

Articles in the first section, which deals with Black ethnicity from a psychological viewpoint, are "The Only Race in the Human Race Which Is a Rat Race," "The Psychological Dimensions of Prejudice," and "The Nature of Reality in America." The second section, which covers sociological considerations, includes a bibliography of Black psychosocial literature. Section 3 emphasizes Black contributions to American culture. The fourth section discusses impediments to achievement in the field of science, as well as the accomplishments of Black scientists. Section 5, which deals with education, contains papers entitled "Multicultural Education: Looking Behind the Classroom Door," "Curriculum Materials for the Teaching of Black American Heritage," "Evaluation of Curricular Materials in Multicultural Education," and "Educational Systems: Are They Open to Change?" This section provides practical as well as philosophical ideas. The final section of the publication discusses human relations and ethnicity.

2. BLACK STUDIES RESEARCH AND DEMONSTRATION PROJECT

Alabama Center for Higher Education
2121 Eighth Avenue North, Suite 1520
Birmingham, Alabama 35203

Project Director: Leavy Oliver
Ethnic Group: Black Americans (Alabama)
Subject Area: Humanities, Social Studies, State History
Audience/Grade Level: Student Materials (9-16)
Teacher Resources (9-12)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $30,000.00
Materials/Availability:

Integrating Black Materials into the High School Curriculum: Report on the Alabama Center for Higher Education's 1974 Summer Ethnic Heritage Studies Institute for High School Teachers of Social Studies and Humanities (1974).
Available from (1) project: paperbound, 37 pp, free.
(2) ERIC: 114 333, 42 pp, microfiche, $0.83/paper copy: $3.32, plus postage.

Civil Rights Demonstrations in Birmingham, Alabama: 1963 (1975).
Available from project: 30-minute video cassette, $30.00.

A Look at Civil Rights Today and Where We Are Headed (1975).
Available from project: 30-minute video cassette, $30.00.

Profiles of Black Alabamians in Government and Politics (1975).
Available from project: 1-hour slide/tape, $25.00.

Profiles of Black Alabamians in the Humanities–Literature, Art and Music (1975).
Available from project: 30-minute slide/tape, $25.00.

This project developed two video cassettes, two slide/tape documentaries, and instructional delivery units dealing with Black Americans, with emphasis on Blacks in Alabama.* The objectives of the project include (1) "the expansion of an on-going state-wide oral history project beyond the focus of Civil Rights to include research in the humanities, black politics, government and education" and (2) "the implementation of a . . . demonstration project on the incorporation of existing relevant Afro-American materials on a limited scale, into current instructional programs in social studies and humanities in Alabama high schools and black senior colleges."

The video cassette documentary *Civil Rights Demonstrations in Birmingham, Alabama: 1963* looks at some of the key participants in the civil rights movement, including Bull Conner, the Reverend A. D. King, Mayor Arthur Haines, Martin Luther King, and Robert Shelton of the KKK. In *A Look at Civil Rights Today and Where We Are Headed*, current issues regarding civil rights are discussed and future goals and objectives of the civil rights movement are examined. The slide/tape documentary *Profiles of Black Alabamians in Government and Politics* is an historical analysis of Black participation in Alabama politics and government from the Reconstruction Era to the present. The contributions of Black writers and musicians are documented in the slide/tape documentary *Profiles of Black Alabamians in the Humanities–Literature, Art and Music*.

The instructional delivery units included in the document *Integrating Black Materials into the High School Curriculum* were developed and field tested by secondary teachers in Alabama. The units contain a philosophy, long-range goals, behavioral objectives, activities, and a bibliography. Student activities include reading and discussing books, doing research, writing compositions, writing myths, constructing a family tree, and viewing filmstrips. Unit titles are "Teaching the Black Experience in American Literature"; "Speech: Choral Reading and Speaking in Chorus"; "Outline for Alabama History: Reconstruction Era"; "Poetry from the Beginnings of American Literature to Modern Times"; "A Study of Black History from 1909-1946"; and "Two Thematic Units in Literature."

3. PROJECT SEARCH AND DISCOVER

Greene County Board of Education
Instruction Department
P.O. Box 569
Eutaw, Alabama 35462

*None of the media developed by this project were available for preview. All information reported here was taken from the project's final report.

Project Director: Abner B. Brown
Ethnic Group: Black Americans (Alabama)
Subject Area: Economics, Education, Local History, Political Science
Audience/Grade Level: Student Materials (K-16)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $40,000.00
Materials/Availability:
Genesis of Wealth (1976). Looseleaf, unnumbered pages.
Selected Bibliography (1976).
"Study Prints."
Black Educator and *Black Church*, videotapes.
The Black Educator, slide/tape program.
Untitled cassette tapes of interviews conducted during project research.
Available from project: Inquiries regarding ordering information for these materials should be made to the project.

This project developed a multimedia packet which describes the development of a five-county area of Alabama's Black Belt. The packet includes information on Hale, Sumter, Marengo, and Pickens Counties; special emphasis is given to Greene County. The project was primarily concerned with documenting Black influence in three major areas: education, economics, and politics. To gather information, project staff interviewed senior citizens, local historical society members, and civic leaders, examined local newspapers and other publications dated in the early 1800s, and studied the works of area historians. In addition, genealogical studies of several families were made.

The products developed include a written history entitled *The Genesis of Wealth*, a *Selected Bibliography* of print materials dealing with Black leaders in Alabama history, study prints on Black history, cassette tapes of the interviews conducted during the project's research, two videotapes -- one on the *Black Educator* and a second on the *Black Church* -- and a slide program on Black education.*

The *Genesis of Wealth* presents a narrative history of the five-county area from a Black perspective. The history is comprised of ten chapters. The "Geography of Greene County" and "The Slave System - An Economic Plan" are the topics of chapters 1 and 2, respectively. Chapters 3 and 4 deal with education in the Black community. The Black church as a social, economic, and political force is examined in chapters 5 and 6. Chapter 7 discusses the National Democratic party of Alabama. The "Politics of Education" and the "Attempt at Black Dissolution" are the topics of chapters 8 and 9. The concluding chapter discusses the achievements of the Black population.

The project prepared the narrative history for use at various educational levels, preschool through college. The other materials are to be used in conjunction with the *Genesis of Wealth*. No instructions for teachers are provided. Although the narrative can clearly be used with high school and college students, use of the materials at the elementary or preschool level would require extensive adaptation by the teacher.

4. ETHNIC HERITAGE STUDIES STAFF TRAINING PROGRAM

Marion City Board of Education
P.O. Box 190
Marion, Alabama 36756

Project Director: Hilton J. Ishee
Ethnic Group: Multiethnic; American Indians, Black Americans, European Americans, Japanese Americans, Mexican Americans
Subject Area: Art, Business, Language Arts, Mathematics, Music, Science, Social Studies, Special Education, Vocational Education
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $37,860.00
Materials/Availability:
Ethnic Heritage Curriculum Guide: Grades K-6 (1978).
Available from (1) project: paperbound, 137 pp, free.
(2) ERIC: ED 170 446, 278 pp, microfiche: $0.83/paper copy: $18.32, plus postage.
Ethnic Heritage Curriculum Guide: Grades 7-12 (1978).
Available from (1) project; paperbound, 151 pp, free.
(2) ERIC: ED 170 447, 308 pp, microfiche: $0.83/paper copy: $19.82, plus postage.

Twenty-five structurally consistent lesson plans incorporating a multiethnic focus and an interdisciplinary approach were compiled by teachers in Marion County for use in grades K-12. Each lesson is prefaced by a page indicating applicable grade level and subject content, general objectives, overview, and class time needed. The subject areas include social studies, language arts, mathematics, science, the arts, recreational activities, and vocational and business education. The time required for individual lessons ranges from 5 to 30 class hours. Teaching strategies list content, instructional objectives, learning activities, and materials and resources needed to implement the lesson. Most lessons contain pre/posttests and lists of print materials for teachers and students. Films, filmstrips, records, and suggested resource persons are also indicated. Sources or addresses for the required materials are clearly given. Although the project's focus is multiethnic, Mexican Americans, Black Americans, Japanese Americans, European Americans, and American Indians are given special consideration.

Alaska

5. ETHNIC STUDIES MATERIALS FOR ALASKAN NATIVE CHILDREN AND TEACHERS OF INDIAN CHILDREN

Alaska State-Operated Schools
650 International Airport Road
Anchorage, Alaska 99502

Project Director: David Lanigan
Ethnic Group: American Indians (Alaska)
Subject Area: Social Studies
Audience/Grade Level: Student Materials (10-12)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $60,000.00
Materials/Availability:
Alaska Native Land Claims, by Robert D. Arnold (1976).
Available from (1) Alaska Book Company (411 West Fourth Avenue, Anchorage, Alaska 99501): hardbound, 348 pp, $15.95.
(2) ERIC: ED 145 971, 358 pp, microfiche: $0.83/paper copy: $32.82, plus postage.
Workbook to Accompany Alaska Native Land Claims Textbook, by Lydia L. Hayes (1976).
Available from (1) Alaska Native Foundation (411 West Fourth Avenue, Anchorage, Alaska 99501): paperbound, 118 pp, $3.50.
(2) ERIC: ED 145 972,123 pp, microfiche: $0.83/paper copy: $7.82, plus postage.
Teacher's Guide To Accompany Alaska Native Land Claims Textbook, by Lydia L. Hays (1976).
Available from: (1) Alaska Native Foundation: paperbound, 127 pp, $6.00.
(2) ERIC: ED 145 973, 129 pp, microfiche: $0.83/paper copy: $9.32, plus postage.
Early Days Ago and *On Our Own* (1976). Accompanied by *Discussion Guides*.

*Only the *Genesis of Wealth* and the cassette tapes were available for this analysis. All other descriptive information was taken from the project's final report.

Available from: (1) State of Alaska, Department of Education (Attn: Ms. Peggy J. Cummings, Librarian, Pouch G, State Capital, Juneau, Alaska 99801): 16mm films, $250.00 each. Checks should be made out to Alpha Cine Laboratory (1001 Lenora Street, Seattle, Washington 98121).

(2) Alaska State Library System (Pouch G, Juneau, Alaska 99801): color video cassettes, can be copied free of charge.

This project developed a textbook and media program dealing with the Alaska Native Claims Settlement. Intended for use in grades 10-12, the program teaches students how the Alaska Native Claims Settlement came to be, what the Settlement is, and what the Settlement means in the lives of Alaskans. The program includes a student textbook and workbook, a teacher's guide, and two 16mm films (also available in video cassette format).

The textbook, illustrated with black-and-white photographs and reproductions of paintings, is organized around the Alaska Native Claims Settlement Act of 1971. The first half of the book covers the historical events which led up to the passage of the Settlement Act. The Act's provisions as implemented in 1975 are treated in the second half.

For each unit of the student text, the *Teacher's Guide* lists goals, learning objectives, suggestions for instruction, and a list of relevant books and audiovisual materials for student use. Students are expected to read the student text and to participate in classroom discussions. Many student-involvement activities are also suggested. For example, students present a "You Are There" radio program in which a news reporter interviews a series of persons associated with Alaska during the early years after the purchase of Alaska by the United States, they role play a particular position on one of the threats to Native land use such as the Rampart Dam or the Cape Thompson harbor, and they debate the impact of national interest lands upon the life of Alaskan Natives. Other activities in which students are involved include taking field trips, playing games, writing essays, writing articles for newspapers, and listening to guest speakers. The student *Workbook* contains additional classroom activities as well as vocabulary and review exercises and discussion questions.

Early Days Ago is one of two 16mm films developed to supplement the textbook program. In the film the Alaskan Native people talk about life when they were children, identify changes that have occurred in their lifetime, and comment upon what they think of those changes. The second 16mm film, *On Our Own*, deals with the impact of the land claims settlement since 1971. Native Alaskans talk about opportunities and problems created by the land claims settlement. Some of the activities undertaken by two of the village profit corporations since the passage of the Settlement Act are also described. A two-page *Discussion Guide* containing discussion questions accompanies each of the films.

6. BERING SEA ESKIMO ETHNIC HERITAGE PROGRAM

University of Alaska
Northwest Community College
P.O. Box 400
Nome, Alaska 99762

Project Director: J. Robert Purvis
Ethnic Group: Eskimo Americans
Subject Area: All Areas
Audience/Grade Level: Teacher Education (K-12)
Format: Not Applicable
Year Funded: 1977
Amount of Funding: $14,680.00
Materials/Availability:
Because this was a training project, no materials were developed.

This project conducted a week-long workshop to help elementary and secondary teachers integrate ethnic heritage materials into the curriculum. The workshop was a cooperative effort of the project and three local school districts. Approximately 60 workshop participants learned how to set up a classroom atmosphere for bilingual and cultural heritage awareness, took field trips, and listened to guest speakers. Teachers developed ethnic studies curriculum units on the Eskimos for use in their classrooms, became aware of museum and other community resources available, examined ethnic studies materials for classroom use, and learned how to use videotapes in the classroom. All workshop activities were videotaped. Photographs were also taken and a slide/tape presentation made.

Arizona

7. ETHNIC HERITAGE STUDY PROGRAM

Curriculum Information Center
Mesa Public Schools
14 West Second Avenue
Mesa, Arizona 85201

Project Director: Jesus Cardona
Ethnic Group: Multiethnic (Arizona)
Subject Area: All Areas
Audience/Grade Level: Teacher Education (K-12)
Format: Print
Year Funded: 1976
Amount of Funding: $38,000.00
Materials/Availability:
Societal Differences in the Classroom: Final Report (1977). Contains a "Needs Assessment Survey Form" and a "Cultural Literacy Inventory."
Available from project: paperbound, free.

This project sought to develop on the part of teachers and administrators a perception of different societies within a culturally pluralistic community. Specifically, the aims were to help educators learn more about the nature and role of ethnicity in their students' academic lives and to promote effective interactions among members of the various cultural groups in Mesa, Arizona.

Classroom needs were identified through use of assessment instruments and personal attitude questionnaires. The eight-page "Needs Assessment Survey" incorporated a general list of possible areas of concern within the Mesa schools. These included such items as examination of teacher behavior, minority participation in school functions, teacher training, multicultural resources, textbook and instructional materials evaluation, and integration of ethnic studies within the curriculum.

Eight workshops for teachers and administrators were held to address the identified needs. No specific ethnic group was studied; rather, the workshops were the primary means of introducing an ethnic studies program into the educational system.

One of the principal goals of the workshops was to give participants an awareness of societal differences and cultural diversity. Other goals were to foster perception of how cultural differences affect the goals of education, to increase school-based personnel's use of techniques and materials designed for ethnic minority children, to develop increased understanding among school personnel of the concerns of ethnic minority parents and children, and to create a process to ensure maximum input from minority groups in facilitating the first three goals.

A "Cultural Literacy Inventory," developed at the University of Arizona, was used by participants to provide self-knowledge on such topics as attitudes toward formal education, social institutions, sex roles, and kinship. The intent was to assist participants in exploring their ethnicity and to develop skills in cross-cultural communication.

A Cultural Literacy Laboratory was also established to further the project goals.

8. THE ROUGH ROCK NAVAJO CENTER FOR INTERCULTURAL PARTICIPATION

Rough Rock School Board, Inc.
Navajo Language and Culture Center
Chinle, Arizona 86503

Project Director: Ernest Dick, Sr.

Ethnic Group: American Indian (Navajo)
Subject Area: All Areas
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $48,819.00
Materials/Availability:

Field Family Experiences for Non-Navajo Teachers, compiled by Ernest Dick, Sr. (1978). Note: This material is part of the project's final report.

Available from project: mimeographed, 18 pp, free.

The Rough Rock Demonstration School arranged for 34 non-Navajo employees to enhance their cultural awareness and to promote their teaching effectiveness by living with a Navajo family for a short period -- two nights and three days. Upon return, each of the 34 employees wrote a report detailing experiences and reactions. Only six reports have been made available through the project. They vary in length from one to seven pages and present a limited perspective on Navajo family relationships, diet, economic activities, domestic chores, and a healing ceremony.

Arkansas

9. OZARK ETHNIC HERITAGE STUDIES PROJECT

Arkansas College
P.O. Box 2317
Batesville, Arkansas 72501

Project Director: Richard Tallman
Ethnic Group: Ozark Americans (Arkansas)
Subject Area: Folklore, Language Arts, Local History, Social Studies
Audience/Grade Level: Student Materials (8-11)
Format: Print
Year Funded: 1977
Amount of Funding: $22,217.00
Materials/Availability:

Country Folks: A Handbook for Student Folklore Collectors, by Richard and Laurna Tallman (1978).

Available from (1) Arkansas College Folklore Archive Publications (Arkansas College, P.O. Box 2317, Batesville, Arkansas 72501): paperbound, 134 pp, $3.95.
(2) ERIC: SO 012 505.

This project developed a folklore textbook containing activities and other resources to help students in grades 8-11 develop an understanding of and appreciation for the folk culture of the Arkansas Ozarks. The rationale for the materials grew out of reports from Arkansas teachers about students of Ozark parentage who aspired "only to getting out of school with minimum effort and going on welfare." Because the ways of the mountain people are often stereotyped and ridiculed on television or in comic strips, the Ozark image is threatened by modern technology and the mass media. As a result, many young people who have never been exposed to a study of their own cultural past are rejecting their Ozark roots. The project developers believe that "folklore can be a fascinating subject," and that by collecting folklore, "a student just might become interested in school and also might learn that a lot of hard work and sacrifice and ingenuity by his forebears was required for him to have the luxury of choosing a pale, abject mediocrity."

Country Folks is intended to be used as the basic textbook for a semester-long course. It can also be used as a supplemental text for a folklore or local history unit in courses such as English, history, or social studies. While the book deals specifically with the Arkansas Ozark folk culture and generally with the Southern mountain culture, many of the activities and questionnaires can be used to study folk culture in any rural area or small town. Although some of the activities can be used with 8th- and 9th-grade students, the text was written primarily for students in grades 10 and 11. No special teacher training is necessary because teaching procedures are clearly outlined in the fourth section and all necessary background information is provided in the text.

The text consists of four major sections. In the first section, "Folklore and Folklorists," students are provided with definitions and learn about the methodology used by a folklorist. How to organize and use a folklore archive is explained and different types of folklore--riddles, children's lore, myths, legends--are discussed. Section 2, "Collecting Folklore," contains checklists to help the students prepare to collect information. Topics discussed include how to choose informants, make the first contact, do pre-field preparation, conduct an interview, and record information. Special problems and future informants are also discussed. Section 3, which comprises about half of the publication, contains 16 "Topics for Folklore Collection." Background information and specific questions to ask are provided for each topic. The topics are: Children's Games and Rhymes, Riddle-Jokes and Ethnic Jokes, Settlement and Ethnic Heritage, Place Names, Civil War Stories, Courtship and Marriage, Calendar Customs, Food Preservation, Folk Medicine, Farm Life, Folk Architecture, Ghost Stories and Scary Stories, Hunting and Fishing Stories, Storytelling, Growing Up Fifty Years Ago, and Life History. The fourth and final section of the text is directed "To The Teacher." Provided are background information on the project; program objectives; a listing of additional teaching aids including texts, periodicals, films, and records; and suggestions for teaching procedures. Samples of archive accessioning and indexing are provided in the appendices.

The authors suggest that in the first week or two of the semester teachers emphasize pre-collection preparations. Students are to read sections 1 and 2 of the text and study and discuss basic folklore terms. During this preparation period, teachers should simulate situations which require students to collect information by various methods, including tape recording, dictation, note-taking, and memory. For example, a student might interview another student in front of the rest of the class. The information could be tape recorded and then transcribed.

Students then choose topics (section 2 provides topics for a semester-long course) on which to collect information. The authors encourage group work, although some of the activities can be undertaken by individual students. Students interview family members about home remedies for ailments; photograph old architecture; collect hunting, fishing, and ghost stories; research family and town histories; and construct life histories. Students are encouraged to keep notebooks, construct bulletin board displays, prepare and present dramatizations of the stories they collect, and establish a school archive. The form of evaluation used is left to the discretion of the teacher.

The materials contained in the textbook were field tested in 34 classes, grades 8-11. Evaluation results indicate that while 8th- and 9th-grade students enjoyed the folklore study, the work that they produced was not "academically competent." The best results were achieved with students in grades 10 and 11.

California

10. TACT -CHINESE AMERICAN HERITAGE PROJECT

Association of Chinese Teachers
1-15 Waverly Place
San Francisco, California 94108

Project Director: Laureen Chew
Ethnic Group: Chinese Americans
Subject Area: Social Studies
Audience/Grade Level: Student Materials (7-12)
Format: Print
Year Funded: 1976
Amount of Funding: $39,000.00
Materials/Availability:

Chinese Americans Past and Present: A Collection of Chinese American Readings and Learning Activities, by Don Wong and Irene Dea Collier (1977).

Available from (1) project: paperbound, 76 pp, $2.95.
(2) ERIC: ED 146 247, 82 pp, microfiche: $0.83/paper copy: $6.32, plus postage.

Teacher's Guide, Chinese Americans Past and Present: A Collection of Chinese American Readings and Learning Activities, by Don Wong and Irene Dea Collier (1977).

Available from (1) project: paperbound, 43 pp, $3.50.
(2) ERIC: ED 146 246, 43 pp, microfiche: $0.83/paper copy: $3.50, plus postage.

Chinese Americans Past and Present: Chronology and Activity Sheets for Thermal-Faxing (1977).
Available from project: in plastic envelope, 21 pp, free with *Teacher's Guide* when purchased from project.

The materials developed by this project are designed to "(1) broaden the student's awareness that Chinese Americans are an integral part of a multiethnic pluralistic American society, (2) develop the student's understanding of the vital role that Chinese Americans played in the development of the West, and (3) increase the student's knowledge of the social factors that have shaped the Chinese American experience." Although the developers state the materials should be interesting to students in grades 7-12, the activities can also be used with intermediate-level students. The reading range is 4.0 to 5.0.

The student resource book, *Chinese Americans Past and Present*, contains 20 stories about the experiences of Chinese in America from the late 1800s to the present day. Some of these stories are true; others are fictional. All show how Chinese Americans fit into the larger society. One story, for example, relates the experience of Siu Lun Wong, who arrived at Angel Island in San Francisco Bay in 1920. The difficulties of answering the immigration officer's questions, the loneliness of arriving in a new country, and the strangeness of American foods are explored through this young boy's eyes.

The accompanying *Teacher's Guide* and activity sheets are keyed to the stories in the resource book. Activities suggested for Siu Lun Wong's story include recreating the interrogation at Angel Island and class discussion. In addition to providing activities, the *Teacher's Guide* summarizes the stories and gives objectives, necessary background, vocabulary lists, and common areas of study. The *Teacher's Guide* also contains reference materials, a bibliography, fact and figures, and a list of resource centers.

The project's final report indicates that the materials were revised based upon feedback from teachers in ten school sites in San Francisco and Berkeley. The project also presented two inservice workshops and disseminated materials.

11. CALIFORNIA ETHNIC HERITAGE PROGRAM

California State Department of Education
Bureau of Intergroup Relations
721 Capitol Mall, Room 634
Sacramento, California 95814

Project Director: Frederic Gunsky
Ethnic Group: Multiethnic; American Indians, Asian Americans, Black Americans, Jewish Americans, Latin Americans, Portuguese Americans, Spanish Americans
Subject Area: Art, Language Arts, Music, Social Studies
Audience/Grade Level: Teacher Resources (K-8)
Format: Print
Year Funded: 1974
Amount of Funding: $70,000.00
Materials/Availability:

Guide for Multicultural Education: Content and Context (1977).
Available from (1) Publications Sales, California State Department of Education (P.O. Box 271, Sacramento, California 95802): paperbound, 26 pp, $1.25.
(2) ERIC: ED 146 099, 36 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.
(3) Anti-Defamation League (315 Lexington Avenue, New York, New York 10016): paperbound, 26 pp, $1.25.

Guide to an Analysis of Curriculum Materials for Ethnic Heritage Programs (1976). A curriculum materials analysis instrument that constitutes one section of the *Guide for Multicultural Education: Content and Context* and may be purchased separately.
Available from (1) Publication Sales, California State Department of Education: paperbound, 15 pp, $0.65.
(2) ERIC: ED 123 160, 22 pp, microfiche: $0.83/paper copy: $1.82, plus postage.

Curriculum Materials: A Selected Bibliography: A Sample of Curriculum Materials Reviewed to Test Analysis Instruments in the California Ethnic Heritage Program, 1974-75 (1975).
Available from ERIC: ED 123 159, 64 pp, microfiche: $0.83/paper copy: $3.50, plus postage.

A Guide to Multicultural Education: Kindergarten Through Grade Three (1977).
Available from (1) Los Angeles Unified School District (Attn: Bruce Brody, Director of Stores, P.O. Box 2298, Los Angeles, California 90051): paperbound, 310 pp, $4.00.
(2) ERIC: SO 012 323.

This project, which received two extensions at no additional cost to the federal government in order to prepare publishable documents, has developed three resources for teachers in addition to a final report. The first, a *Guide for Multicultural Education: Content and Context*, includes (1) a rationale for providing educational opportunities which emphasize the benefits of diversity in a pluralistic society, (2) ways to implement a school program, including a system model, (3) characteristics of multicultural instruction, and (4) a discussion of terms and concepts. One section of the guide contains two analytic instruments for assessing the quality of curriculum materials. The second, and more detailed, lists the ethnic groups with which this project is identified; however, the evaluation form would be equally useful for assessing materials which include other ethnic groups.

Materials annotated in *Curriculum Materials: A Selected Bibliography* are those that were selected to assess the relevance and effectiveness of the analysis instrument discussed above. (These instruments were, in fact, revised based upon analysts' comments.) The bibliography contains 60 items, all of which met project criteria when analyzed by two or more persons. In addition to product information (such as publisher, type of item, price, audience, grade level, and ethnic coverage), the following categories were used in the annotations: general description and purpose, ethnic perspective, multiethnic perspective, instructional utilization, and summary.

A Guide to Multicultural Education: Kindergarten Through Grade Three provides a rationale for infusing multicultural concepts and themes throughout the K-3 curriculum, pertinent definitions, and ways in which the *Guide* may be used. The content is organized around typical early elementary-level concerns, with sections on self-identity and awareness of others, family life in many cultures, working and playing together, foods, traditional folk arts and crafts, folk music, stories from many cultures, words and numbers, and celebrations and costumes. Objectives, references, background, and a wide variety of activities are included in each section. Some sections are organized according to culture area (e.g., American Indian and Eskimo, Asian American and Pacific Island, Black American, European/Mediterranean American, and Hispanic American). Other sections cross-reference the activities according to the curriculum areas for which the activities have relevance.

The project's final report contains a project summary and chronology, an evaluation summary by Dr. Eleanor Blumenberg, and a table of contents from the curriculum guide. The report also elaborates upon problems which emerged during the programmatic year and the methods selected for dealing with the problems. The process is enlightening and might be helpful to other organizations interested in curriculum planning or developing assessment instruments.

12. PROJECT MECHICA: MATERIALS DEVELOPMENT IN CHICANO STUDIES

Chicano Cultural Center
Bakersfield College
1801 Panorama Drive
Bakersfield, California 93301

Project Director: Jesus G. Nieto
Ethnic Group: Mexican Americans
Subject Area: History, Literature, Philosophy, Social Studies
Audience/Grade Level: Student Materials (7-16)
Teacher Resources (K-College)
Format: Print
Year Funded: 1974
Amount of Funding: $70,000.00
Materials/Availability:

Mexican And Chicano Thought and Philosophy: An Anthology, Volume I: Pre-Columbian and Mexican Philosophy, edited by Jesus Nieto (1975).
Available from project: paperbound, 140 pp, $1.50.

Mexican and Chicano Thought and Philosophy: An Anthology: Volume II: Pre-Columbian and Chicano Philosophy, edited by Jesus Nieto (1975).
Available from project: paperbound, 185 pp, $1.50.

Sighs and Songs of Aztlan: New Anthology of Chicano Literature, edited by F. E. Albi and Jesus G. Nieto (1975).
Available from (1) project: paperbound, 209 pp, $6.36.
(2) Universal Press (Bakersfield College, Bakersfield, California 93305): paperbound, $7.00.

Chicano Studies: Bakersfield College Audio-Visual Materials, by Jesus G. Nieto (1976).
Available from project: paperbound, 23 pp, $1.50.

The Chicano: His History, Culture, and Heritage, A Bibliography of Materials at Bakersfield College Library and Chicano Cultural Center, by Jesus G. Nieto (1976).
Available from project: 100 pp, paperbound, $1.50.

Final Project Report: PROJECT M.E.CH.I.C.A., by Michal C. Clark and Jesus G. Nieto (1975).
Available from project: paperbound, 56 pp plus appendices, $1.50.

History of the Chicanos' Pre-Columbian Past.
Available from project: ¾" color video cassette, may be borrowed to copy.

Chicano Poetry Tapes.
Available from project: ½-hour, reel-to-reel audio tape, may be borrowed to copy.

Series of 14 teaching modules. Titles and grade levels as follows:

1. *The Origins of Corn and Other Mexican Foods*, kindergarten.
2. *The Mexican Family*, kindergarten.
3. *The Pinata as Mexican Art*, grade 1.
4. *The Old Man's Dance and Other Cultural Differences*, grade 1.
5. *Mexican Foods and the Mercado*, grade 2.
6. *Mayas and Aztecs*, grade 2.
7. *Historical and Contemporary Differences and Likenesses: USA and Mexico*, grade 3.
8. *Map Skills: Mexico and USA*, grade 3.
9. *The Chicano Family*, grade 4.
10. *Aztec Beliefs*, grade 5.
11. *Mexican Culture Through Dance*, grade 6.
12. *Southwestern History: Mexican/Chicano/Indian/Anglo*, junior high.
13. *La Mexicana/Chicano*, high school.
14. *Chicano Literature*, high school.

These modules are not available for purchase.

Project MECHICA developed two anthologies of essays by Chicano and Mexicano historians, sociologists, philosophers, authors, students, and professors on pre-Columbian, Mexican, and Chicano art and philosophy; an anthology of Chicano literature; two bibliographies of audiovisual and print materials on Chicano history, culture, and heritage; a video cassette of the Chicano's pre-Columbian past; sets of audiotapes of Chicano poetry; a collection of pictures and slides of Mexico; a record collection of Chicano and Mexican music; and 14 teaching modules.

The anthologies contain essays and selections in English or Spanish. *Volume I: Pre-Columbian and Mexican Philosophy* contains nine essays by well-known philosophers, including Octavio Paz, Samuel Ramos, and Leopoldo Zea. These selections describe, review, and discuss Aztec epistemology; Nahuatl thought; the works of Vasconcelos and Caso-Mexican philosophy; psychological position and response; religious celebrations; and a critical review of the work of Carlos Castaneda.

Volume II: Pre-Columbian and Chicano Philosophy contains 19 essays and excerpts from the works of Alurista, Reies Lopez Tijerina, and Jorge Terrazas Acevedo among many others. These selections include discussions of colonialism; Chicano politics--revolt and plans; the Chicanos and their families; contemporary issues; the psycho-historical experience of Mexican Americans; poetry; and doctrine. A bibliography is also included.

Sighs and Songs of Aztlan is a collection of poems and essays by 19 Chicano writers who submitted their work to Project MECHICA. Some selections or parts of selections are written in Spanish. All the anthologies would serve well as student or teacher resources.

The two bibliographies--*The Chicano: His History, Culture and Heritage* and *Chicano Studies*--contain lists of resources available at Bakersfield College Library and at the Chicano Cultural Center. The latter publication describes audiovisual materials and is annotated. The bibliographies are site-specific, but may be helpful in identifying resources.

Students involved in the project developed modules for various grade levels. These modules were not available for analysis.

In addition to producing these materials, the project sponsored a student/faculty visit to Cuidad Industrial Del Valle de Cuernevaca to research the materials, sponsored two teacher-training courses at Cal State and Bakersfield College, and sponsored local heritage days.

13. CHINESE AMERICAN HERITAGE STUDIES PROGRAM

Chinese Culture Foundation
750 Kearny Street
San Francisco, California 94108

Project Director: Shirley Sun
Ethnic Group: Chinese Americans
Subject Area: Home Economics, Music, Physical Education, Social Studies
Audience/Grade Level: Student Materials (7-12)
Teacher Education (7-12)
Teacher Resources (7-12)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $40,000.00
Materials/Availability:

Chinese Foods: Teacher's Handbook, edited by Joe Huang (1976).
Available from ERIC. UE 019 941.

A Different New Year: Chinese New Year, Teacher's Handbook, by Joe Huang (1976).
Available from ERIC: UE 019 939.

A Different New Year (1976).
Available from project: slide (74)/tape program, can be copied; contact project for additional information.

The Sound of Silk and Bamboo: Chinese Music, Teacher's Handbook, by Joe Huang (1976).
Available from ERIC: UE 019 940.

The Sound of Silk and Bamboo: Chinese Music (1976). Videotape.
Not available.

Tai-Chi Chuan: Teacher's Handbook, by Master Lu Ying-ju (Sumo Kuo) (1976).
Available from ERIC: UE 019 938.

Mobile Education Display of Chinese Arts and Crafts (1976).
Folding bulletin board, 4' x 6'.
Not available.

This project conducted teacher-training and curriculum workshops in Chinese music, foods, physical culture, and the Chinese New Year, and developed packets for teaching these aspects of Chinese culture. The goal was to rectify distortions about nonwhite peoples found in American textbooks. Although the materials were developed for secondary school use, they could be used in elementary classrooms, too.

The synchronized 10-minute slide/tape show on the Chinese New Year explains the meaning of the lunar New Year festival

and how it has evolved as an American tradition. It describes the significance and meaning of the colors, foods, parades, flowers, and firecrackers associated with the celebration. The script for the program is provided in the accompanying teacher's guide, which also explains in greater detail the festivities related to the Chinese New Year. Suggested classroom activities, field trips, calendar computations, and resources for further study are included.

The *Mobile Education Display* presents photo reproductions of Chinese brush paintings, examples of Chinese calligraphy, original Chinese papercuts, and photos of handicrafts, all with explanations mounted on the panels.

Tai-Chi Chuan was prepared for junior and senior high physical education instructors. This ancient martial art is explained through illustrations and detailed instructions for the first fourteen movements. Lesson plans and resources are appended, with a complete list of the 64 movements taught by Kuo Lien-Ying.

Chinese music is presented through a half-hour videotape program, with a supplemental teacher's guide which furnishes outlines for a two-day lesson. Students are introduced to the sights and sounds of Chinese instrumental music using six basic Chinese instruments. Each instrument is described in the guide. Bay Area resources for Chinese music are listed.

Chinese Foods is intended to be a short but comprehensive beginner's guide to Chinese cooking for teachers of secondary level home economics, though much can also be of use in elementary classrooms. Because they are more frequently encountered in America, Cantonese cooking terms are used. The booklet defines the four cooking areas of China and explains the utensils, ingredients, and nutritional value of Chinese cooking. Lesson plans for food preparation are detailed, recipes are included, and directions for a "Chinatown Culinary Walk" (in San Francisco) are given, along with a bibliography of basic books on Chinese cooking.

14. CHINESE-AMERICAN TRAVELING EXHIBIT

Chinese Historical Society of America
17 Adler Street
San Francisco, California 94133

Project Director:	Him Mark Lai
Ethnic Group:	Chinese Americans
Subject Area:	Not Applicable
Audience/Grade Level:	Adult/Community Education
Format:	Traveling Exhibit
Year Funded:	1977
Amount of Funding:	$26,446.00

Materials/Availability:

Journeys Made . . . Journeys to Come, by Phillip P. Choy (1977). Available from project: traveling exhibit available for 6-week periods, $100.00 plus shipping and insurance.

The Chinese Historical Society of America has prepared a traveling exhibit which is a pictorial history of the Chinese in the continental United States. It is comprised of over 150 photographs, drawings, documents, and newspaper articles. It includes quotations from the past as well as commentary.

Entitled *Journeys Made . . . Journeys to Come*, the exhibition is composed of six sections. The first presents the conditions in 19th-century China which caused so many to migrate. The second section depicts the life of the early Chinese immigrants, and the third focuses on the contributions of Chinese to the development of the West. "The Chinese Question," section 4, examines the emergence of the intense anti-Chinese feelings in America, which culminated in the passage of the Chinese Exclusion Act of 1882. The last two parts of the exhibit deal with "the emergence of American-born Chinese and their long road toward acceptance in the larger society." The materials would be interesting to students and adults.

Journeys Made . . . Journeys to Come is displayed on 21 individual photo montages accompanied with text; the montages are mounted on 40" x 44" x 4" masonite panels. The montages each weigh 15 pounds and are fitted with retractable aluminum legs and other hardware for free-standing installation. A minimum of 80 linear feet is required to effectively display the materials.

15. EAST LOS ANGELES MULTICULTURAL ORAL HISTORY PROGRAM

East Los Angeles College Foundation
5357 East Brooklyn Avenue
Los Angeles, California 90022

Project Director:	Armando Rodriguez
Ethnic Group:	American Indians, Black Americans, Chinese Americans, Japanese Americans, Mexican Americans (California, East Los Angeles)
Subject Area:	Oral History
Audience/Grade Level:	Teacher Resources (Early Childhood Education)
Format:	Nonprint
Year Funded:	1975
Amount of Funding:	$12,000.00; in cooperation with Administration on Aging, amount: $8,000.00

Materials/Availability:

Series of three videotapes (½" reel-to-reel). Individual titles as follows:

1. *Chinese American Week.*
2. *Japanese American Week.*
3. *Mexican American Week.*

Untitled videotapes of the various ethnic activities sponsored during the four cultural weeks; 2 tapes deal with Black Americans; 5 tapes deal with Chinese Americans; 2 tapes deal with Japanese Americans; 4 tapes deal with Mexican Americans; and 4 tapes deal with American Indians.

Series of 28 untitled cassette tapes containing interviews with members of the five ethnic groups.

None of the materials developed by this project are for sale. The materials are stored at the Ethnic Heritage Studies Clearinghouse in Boulder, Colorado.

This project brought together senior citizens of East Los Angeles and preschool-age youngsters enrolled at the children's Campus Center, East Los Angeles College. Senior citizens from five different ethnic groups--American Indians, Black Americans, Chinese Americans, Japanese Americans, and Mexican Americans--were interviewed regarding their lives and the history of the area as they remember it from their childhood. The interviews were tape recorded. Twenty of the senior citizens interviewed were invited to personally relate their stories to the children of the Campus Center over a four-week period; videotapes were made of some of the story-telling sessions.

Specific weekly curriculum activity plans were designed to support the content of the senior citizen's stories and to provide other cultural experiences for the children. Activities included making beef jerky, tortillas, and other ethnic foods; playing games; making pottery, musical instruments, bead necklaces, and ponchos; and learning ethnic dances. Parents also contributed to the project by making costumes for the classroom dress-up corner, foods for snack time, and decorations for the classroom.

16. ETHNIC HERITAGE STUDIES--TRAINING IN MULTICULTURAL EDUCATION PROJECT

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Project Director:	Masako N. Tanaka
Ethnic Group:	Multiethnic
Subject Area:	All Areas
Audience/Grade Level:	Teacher Education (Preschool-3)
Format:	Print
Year Funded:	1977
Amount of Funding:	$48,013.00

Materials/Availability:

Trainers in Multicultural Education: Progress Report, by Masako N. Tanaka and Steven Stripp (1978). Available from ERIC: ED 177 087, 114 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Selecting Children's Books with a Multicultural Perspective, adapted by Masako N. Tanaka from the unit, *Selecting Children's Books with a Black Perspective* (available from project: $7.95), by Francione N. Lewis (1977).
Available from ERIC: ED 177 048, 92 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Setting Up the Multicultural Classroom, adapted by Masako N. Tanaka from the unit *Arranging the Classroom for Children* (available from project: $7.95), by Keith Alward (1977).
Available from ERIC: ED 177 049 74 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Communicating and Working with Parents in the Multicultural Classroom, adapted by Masako N. Tanaka from the unit *Communicating and Working with Parents* (ED 129 456, 178 pp, microfiche: $0.83/paper copy: $12.32, plus postage), by Angela B. Garcia, Margaret S. Robinson, and Dennis C. Sims (1977).
Available from ERIC: SO 011 980

Developing Sense Perception in the Multicultural Classroom, adapted by Masako N. Tanaka from the unit *Developing Children's Sense Perception* (ED 129 463, 103 pp, microfiche: $0.83/paper copy: $7.82, plus postage), by Bethanie L. Gilbert and William F. Fenzer (1978).
Available from ERIC: SO 011 981.

Language in the Multicultural Classroom: An Integrated Approach, by Margot Bustman (1978).

The Child's Self Concept in the Multicultural Classroom, adapted by Masako N. Tanaka from the unit *Helping Children Develop Healthy Self-Concepts* (ED 129 455, 204 pp, microfiche: $0.83/paper copy: $13.82, plus postage), by Natividad De Anda (1977).

The latter two project publications are not available.

The Trainers in Multicultural Education Project is comprised of three main components: workshops for trainers, networking activities, and a special research study. Two workshop models were developed, implemented, and evaluated. Materials which were designed for Workshop I are *Communicating and Working with Parents in the Multicultural Classroom, Selecting Children's Books with a Multicultural Perspective,* and *Setting Up the Multicultural Classroom. Communicating and Working with Parents in the Multicultural Classroom* provides 17 activities which can be used to train teachers and trainers of teachers to communicate more effectively with parents so that parents will take a more active role in the classroom. *Selecting Children's Books* provides ways of systematically evaluating classroom materials in terms of their appropriateness and relevance to the child, an ethnic group, and a pluralistic perspective. *Setting Up the Multicultural Classroom* provides guidelines for organizing classroom environments so they will be more responsive to children's needs.

Workshop II was also organized around three major themes. *The Child's Self-Concept in the Multicultural Classroom* includes training materials which focus on developing skills for creating a positive training situation out of ones that are potentially negative. *Developing Sense Perception in the Multicultural Classroom* suggests ways in which multicultural materials can be used to develop senses and perception. *Language in the Multicultural Classroom* includes activities which use children's own spontaneous language and activities as motivation for further learning.

Although the training materials are designed to improve instruction of children who are 3 to 8 years of age, many of them could be used by trainers or teachers of older students. Most could be adapted.

The second component of the project dealt with "networking." This component was primarily concerned with building links among participants involved in the first component. In addition, this phase included development and revision of instruments for evaluating classrooms.

The last phase was a special evaluation study which explored the feasibility of involving trainers, teachers, and community (an interactive team) in evaluating multicultural classrooms. The project's final report outlines the data which emerged.

17. CONTRIBUTIONS OF JAPANESE AMERICANS TO AMERICAN LIFE: CURRICULUM DEVELOPMENT PROGRAM

Japanese American Citizens League
22 Peace Plaza, Suite 203
San Francisco, California 94115

Project Director: Patricia Nakamo
Ethnic Group: Japanese Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print
Year Funded: 1974
Amount of Funding: $60,000.00
Materials/Availability:

The Experience of Japanese Americans in the United States: A Teacher Resource Manual (undated).
Available from (1) project: paperbound, 192 pp, $1.00 for postage and handling.
(2) ERIC: ED 115 703, 186 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

The project developed an elementary and secondary teacher resource manual containing background information and suggested instructional activities and materials dealing with the Japanese Americans. The manual is intended to help teachers "incorporate the Japanese American experience in a meaningful context into the total instructional framework of the educational system."

The manual is comprised of five sections. Section I–"Historical and Contemporary Narrative"– describes the history, experiences, aspirations, problems, successes, and failures of Japanese Americans as a people. The section ends with a U.S./Japan chronology.

The second section, entitled "Notes on Instructional Activities," contains suggested activities and resources for the grade clusters of K-3, 4-6, 7-8, and 9-12. The activities for students in K-3 are intended to help students develop self-concept, identify basic human needs, and develop positive attitudes toward different needs, values, and lifestyles. In the intermediate-level activities, students learn about the historical role of Japanese Americans as one of many immigrant groups. The junior high-level activities help students acquire an understanding of the characteristics of Japanese Americans and other ethnic groups and the development of ethnic communities. The grade 9-12 activities analyze the concept and nature of Americanism and help students gain an understanding of how elements of Americanism have remained constant or changed over time. Teaching techniques used in the activities are many and varied; they include listening to fairy tales, keeping a journal, analyzing census data, debating issues, researching many different topics, and reading and discussing excerpts from literature and magazine articles.

The third and fourth sections of the manual contain annotated bibliographies of student and teacher print and nonprint materials. The manual concludes with a very brief listing of additional resource materials.

18. THE MULTI-ETHNIC HERITAGE OF OAKLAND

Oakland Unified School District
1025 Second Avenue
Oakland, California 94606

Project Director: Colombe Yates
Ethnic Group: Multiethnic (California, Oakland)
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (4-6)
Format: Print
Year Funded: 1977
Amount of Funding: $45,950.00
Materials/Availability:

Ethnic Heritage Project: Six Units for 4th, 5th, and 6th Grades (undated).
Available from project: paperbound, 375 pp, $12.00.

This project developed six units of study dealing with the multiethnic heritage of Oakland, California. The units, all of which were field tested, are intended to be integrated into social studies courses in grades 4-6. An anthropological approach to the

study of culture is used to help students develop the skills and concepts needed to learn about and appreciate their own culture and the cultures of other ethnic groups in many contexts, both in and outside of the classroom.

In unit I, "National Origin," students study the history, culture, contributions, and national origin of the many ethnic groups existing in the United States and in Oakland. Unit II, "Oakland and Culture," was not completed "because suitable materials for the unit were not compiled in time to meet the press deadline." Unit III, "Class and Culture," focuses on economics, career education, and social customs. Students examine the economic structures of different countries, learn about different lifestyles, and link lifestyles to various occupations. In unit IV, "Age and Culture," students examine similarities and differences in age expectations among cultures, discuss childhood experiences among families of various cultures, and look at the role of senior citizens in various cultures. "Religion and Culture" are dealt with in unit V. Students examine Catholicism, Judaism, Protestantism, and other religions. The final unit treats "Gender and Culture." Students study occupations and experiences that are gender-related in our society and in others.

Teaching strategies are varied. Some of the units contain readings for students. For example, unit I contains a selection dealing with the California American Indians -- their life, social customs, foods, tools, beliefs, and games. Students are also involved in many activities. They make yarn, coil baskets, God's eyes, and American Indian hair pins. Students are expected to do research, take field trips, study and analyze census data, role play occupations, and analyze vital statistics. Pre/posttests for students are provided in each unit. The units also contain bibliographies of print and nonprint materials treating the various ethnic groups for use by teachers and students.

19. A CURRICULUM DEVELOPMENT PROGRAM IN SUBURBAN ETHNICITY: A CASE STUDY OF THE GREEK AMERICAN EXPERIENCE IN SOUTHERN CALIFORNIA

Palos Verdes High School
600 Cloyden Road
Palos Verdes Estates, California 90274

Project Director:	James F. Dimitriou
Ethnic Group:	Greek Americans (California, Los Angeles)
Subject Area:	Foreign Languages (Greek), Local History, Social Studies
Audience/Grade Level:	Adult/Community Education Student Materials (7-12) Teacher Resources (7-12)
Format:	Print and Nonprint
Year Funded:	1975
Amount of Funding:	$25,000.00

Materials/Availability:

A Teacher's Manual and Curriculum Guide for Activities and Resources, by James F. Dimitriou et al. (undated).
Untitled slide/tape program.
These materials are not available.

This project developed a slide/tape program and an accompanying teacher's manual and curriculum guide dealing with the Greek American experience in Los Angeles. The material is intended to be used in social studies courses (grades 7-12), in Greek language courses, and in Sunday School classes. The program was designed to give users a greater understanding of and appreciation for the Greek American heritage.

The slide/tape program* contains three parts, each dealing with an historical period of Greek immigration to Los Angeles. "Part I: 1895-1935" discusses factors behind the Greek emigration, the jobs available to the early immigrants, the many problems they faced, and the fraternal organization which the Los Angeles immigrants formed to help them cope with their environment. In "Part II: The Second Generation, 1935-1955," family life and children's social life are discussed; the many activities of the Order of AHEPA are examined. "Part III: The Third Generation, 1955-Today" discusses the characteristics of third-generation Greek Americans, who are both proud of and rich in their Greek cultural heritage and products of the American environment in which they were raised.

The Teacher's Manual and Curriculum Guide is comprised of three sections which correspond to the three historical divisions of the slide/tape presentation. Each section contains the program narrative of the slide presentation followed by definitions of new vocabulary used in the presentation, a summary of the meanings of the Greek songs used in the media program, and discussion questions that relate to the narrative. Also included for each part of the slide/tape program are activities developed by classroom teachers. Students are asked to trace their own family history, discuss positive and negative aspects of their ethnic background, conduct interviews, analyze television programs in terms of ethnic characteristics, and attend church services of various ethnic groups. The guide also contains a brief narrative on the background of the Greek American community of Los Angeles and various other resource materials on Greek Americans, including names and addresses of Greek Orthodox churches, Greek American organizations, Greek restaurants and nightclubs, Greek stores, and Greek radio programs in Southern California. Listings of Greek American organizations and publications nationwide are also included.

20. CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION: TEACHER TRAINING PROJECT

St. Patrick's Day Care Center
366 Clementina Street
San Francisco, California 94103

Project Director:	Irene B. Pilar
Ethnic Group:	Multiethnic (California, San Francisco)
Subject Area:	All Areas
Audience/Grade Level:	Teacher Education (Early Childhood Education)
Format:	Print
Year Funded:	1977
Amount of Funding:	$43,075.00

Materials/Availability:

Cultural Diversity in Early Childhood Education Teacher Training Manual: A Project of St. Patrick's Day Care Center, San Francisco, California (1978).
Available from (1) project: paperbound, 113 pp, $3.00.
(2) ERIC: ED 175 538, 103 pp, microfiche: $0.83/paper copy: $7.82, plus postage.

This project developed and implemented a two-semester series of workshops accompanied by field-work experience to provide early childhood education teachers with the skills needed to plan a multicultural program. So that others might create their own teacher training projects and multicultural programs, the project also developed a *Teacher Training Manual* which contains a description of the project and a model for developing a multicultural program for young children. The premise on which the project is based is that "the essential element of successful multicultural education is the attitudes of teacher towards their own ethnicity and towards people of different backgrounds."

Twenty-five early childhood education teachers from the San Francisco area attended bimonthly workshops led by facilitators of diverse ethnic and professional backgrounds. The workshop content focused on three areas: (1) issues in multicultural education for young children, (2) cultural heritage of the ethnic groups of the San Francisco Bay Area, and (3) curriculum planning and development.

Teachers listened to lectures, read and critiqued books, viewed audiovisuals, were involved in role-playing situations, took field trips, and participated in many classroom discussions. Working in groups of eight persons, workshop participants developed a one-month multicultural curriculum unit including

*The slides were not available for analysis.

schedules, goals and objectives, lesson plans, and community resources. Parts of the curriculum unit were field tested in the classroom.

Participants in the workshops were also required to do field work. For example, the teachers interviewed the parents and teachers of a recently arrived immigrant child, developed an activity geared towards the needs of that child, and implemented and videotaped the activity. Other field experience activities involved teachers in observing the similarities and differences between a child of their own background and one of a different background and in attending an event or visiting a church or restaurant representative of another culture and writing down observations of their expectations and actual experiences.

The first half of the *Teacher Training Manual* developed describes the project. Included are the "Workshop Facilitator Questionnaire," project objectives, a calendar of events, descriptions of workshop content and field work assignments, and evaluation methods. The model for a multicultural curriculum for early childhood education comprises the second half of the manual. Discussed are what is involved in the initial planning process, how to develop a multicultural environment, the goals and objectives of curriculum development, how to organize an early childhood multiethnic curriculum using a thematic approach, the need to use community and parent resources, parent/staff relationships, and curriculum evaluation. As an example of the thematic approach, a monthly schedule of activities and sample lesson plans for a unit on work are provided. The manual concludes with a bibliography of recommended readings.

21. THE SAN JUAN UNIFIED SCHOOL DISTRICT ETHNIC HERITAGE PROGRAM

San Juan Unified School District
3738 Walnut Avenue
Carmichael, California 95608

Project Director:	Roy Erickson
Ethnic Group:	Multiethnic
Subject Area:	Language Arts, Social Studies
Audience/Grade Level:	Teacher Education (K-12)
Format:	Not Applicable
Year Funded:	1977
Amount of Funding:	$39,788.00

Materials/Availability:
Because this was a training project, no materials were developed.

This project conducted ethnic studies workshops for K-12 social studies and language arts teachers and administrators. Teams of workshop participants were chosen from each school in the district. Each team consisted of two social studies teachers, one language arts teacher, and one administrator. These teams served two purposes: (1) providing support and encouragement for each other at the school level and (2) serving as resources for other staff members at their schools. The teams committed themselves to meet together at their schools and to plan ways in which to expand ethnic studies/multicultural education programs.

The major focus of the workshops was to make teachers and administrators aware of the many ethnic studies materials available to them through the district and to acquaint them with available community resources. From the many materials previewed, the groups selected those most relevant to their schools' needs and developed a K-12 ethnic studies program which has been implemented in the district.

The inservicing was evaluated by a pre/posttest of attitudes. Results show that teachers and administrators who had approached the inservice workshops with a skeptical attitude came away with a strong conviction of the importance of ethnic studies in the school curriculum. They became more confident of their ability to create an appreciation of and interest in ethnic contributions and lifestyle differences in their students.

22. THE TRADITIONAL ARTS AND ORAL HISTORY OF CHICANOS OF GREATER LOS ANGELES

University of California
Center for the Study of Comparative Folklore and Mythology
405 Hilgard Avenue
Los Angeles, California 90024

Project Director:	Robert A. Georges
Ethnic Group:	Mexican Americans (Arizona, California, Colorado, New Mexico, and Texas)
Subject Area:	Folklore
Audience/Grade Level:	Student Materials (13-16)
Format:	Print and Nonprint
Year Funded:	1975
Amount of Funding:	$39,000.00

Materials/Availability:
An Annotated Bibliography of Chicano Folklore from the Southwestern United States, by Michael Heisley (1977). Not available.
Las Voces de los Campesinos, by Francisco Garcia and Pablo and Juanita Saludado (1976). Stereo record accompanied by a 21-page paperbound manual. Not available.

This project developed two items--*An Annotated Bibliography of Chicano Folklore from the Southwestern United States* and a stereo record *Las Voces de los Campesinos* (The Voices of the Farmers).

The bibliography consists of nine sections. The first eight sections list folklore data collected from Chicanos living in the five Southwestern states of California, Arizona, Colorado, New Mexico, and Texas. Both published works, including books and journal articles, and theses and dissertations are cited. The annotations are informative rather than critical. The first eight sections are: "Bibliographies, Indexes, and General Works"; "Narrating Traditions"; "Singing, Dancing, and Musicmaking Traditions"; "Traditional Speech"; "Traditional Customs, Rituals, Healing Practices, and Beliefs"; "Traditional Drama and Teatro"; "Traditional Games, Play, and Play Rituals"; and "Traditional Art, Architecture, Technology, Foodways, and Clothing." Section 9, which cites selected works on Mexican folklore and folkloristics, is intended to serve as a guide for the student or teacher who wishes to explore the folklore of Mexico in more detail. Items for this last section of the bibliography were chosen because they include an overview or general assessment of folklore research in Mexico and may help users to locate major Mexican researchers, research orientations, folklore societies, and publications. Author, geographic, and subject indexes are provided.

The record *Las Voces de los Campesinos* contains songs about the farmworkers and their union and the conflicts between growers and farmworkers in California. The recordings were made at the United Farmworker's union hall in Delano, California. All of the songs are in Spanish. An English translation is provided in a paperbound manual that accompanies the record.

23. BAY AREA FILIPINO CULTURE EDUCATION PROJECT (BAFCEP)

University of San Francisco
School of Education
2130 Fulton Street
San Francisco, California 94117

Project Director:	James S. Eckenrod
Ethnic Group:	Filipino Americans
Subject Area:	Social Studies
Audience/Grade Level:	Student Materials (6-8)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:
Filipino Culture Education Project Package (1977). This package includes the following materials:

1. *The Filipino Family Teacher's Guide,* student booklet, and 20 bilingual student task cards (revised 1977).
2. *Teenagers in the Philippines and The Filipino Teenager: USA Teacher's Guide* and 15 bilingual student task cards for each of the two units (revised 1977).

3. Final Report (1977).
Available from ERIC: ED 144 864, 278 pp, microfiche: $0.83/paper copy: $16.82, plus postage.
Filipino Culture Slides (1977).
Not available.

This project has developed three units for use with students in grades 6-8. "The goal for these units was to help students recognize the rich cultural heritage of Filipino Americans, develop biculture identities, and help non-Filipino students develop appreciation for the cultural diversity of U.S. society." Although the special content focus of the materials is on Filipino Americans, the teaching strategies used are generic and could easily be adapted to include different cultural groups or to provide students with tools to examine human development in more universal contexts. "A major emphasis in the design of the student activities is on providing occasions for reflexion upon personal experience--an intellectual process that is within the developmental capacity of students of this age--rather than upon the academic analyses of the experience of others--an intellectual task that typically exceeds the capacity of youngsters in the middle school years."

Each of the units is designed to take from one to three weeks of class time. For the most part, the units are organized around activities, each of which is meant to be a self-contained, student-managed learning package. The units provide student task directions in both Tagalog and English.

In *The Filipino Family*, students are engaged in such activities as making a family album and a family tree, comparing families from many cultures, writing a family history, diagramming family roles, and taking pictures. Student objectives for the unit are to learn about their own cultural roots and develop an appreciation of bicultural identities.

Teenagers in the Philippines focuses on cultural features of adolescence in the Phillipines. Topics such as adulthood, friendships, humor, the "Yankee" influence, work, legends, native dress, schools, character traits, and favorite activities are investigated by questioning and interacting with persons who have lived in the Philippines.

The Filipino Teenager: U.S.A. "includes task activities that are intended to provide opportunities for students to take a look at the patterns of adolescent behavior of Filipino-Americans and other teenagers and to explore how cultural expectations affect behavior, their own and that of other young people."

The project's final report, which is included in the package, presents information on the field test of the materials, as well as suggestions for preparation for using the units.

24. ASIAN AMERICAN HERITAGE ARCHIVAL PROJECT

Visual Communications, Inc.
1601 Griffith Park Boulevard
Los Angeles, California 90026

Project Director:	Robert J. Yamamoto
Ethnic Group:	Asian Americans; Chinese Americans, Filipino Americans, Japanese Americans, Korean Americans, Samoan Americans
Subject Area:	Humanities, Social Studies
Audience/Grade Level:	Student Materials (7-16) Teacher Resources (7-16)
Format:	Print
Year Funded:	1976
Amount of Funding:	$39,000.00

Materials/Availability:
In Movement: A Pictorial Picture of Asian America, photographs by Visual Communications, text by Franklin Shoichiro Odo (1977).
Available from project: 157 pp, paperbound: $15.00/hardbound: $25.00.

In Movement was developed "first, to give a visual identity to Asian American history . . . and second, to analyze Asian American immigration in the context of the economic and territorial expansion of Western nations into the Pacific and Asia." The book includes 200 photographs, chosen from a collection of over 500,000, which graphically depict the major content themes. Dr. Franklin Shoichiro Odo, an Asian American scholar, has written the accompanying text.

The themes through which the history of Chinese, Japanese, Korean, Filipino, and Samoan Americans is traced are immigration, work, and community. The first section of the text traces the movement of these groups from the 1840s, when a significant number of immigrants left the Kwangtung Province in Southeast China, until the present.

The second section of the book examines work in the context of the land, the sea, and the city--those places where the immigrants sought jobs and security. The last section deals with the community, which for Asians was perceived as "a vital and necessary source of support."

In Movement could be used in either of two ways. It could be used as a student resource for Asian American students seeking a sense of identity with their own heritage. Students of other racial or ethnic backgrounds should also find the book helpful because it points out major economic and intellectual contributions made by Asian Americans.

The book would probably be most useful for teachers who are developing a conceptually organized multicultural education program. It would be a useful resource in extending a variety of classroom strategies and activities.

The book has been field tested in only two sites. Those teachers and students who did use it found it to be of generally high quality.

Colorado

25. RECOGNITION OF MULTI-CULTURAL HERITAGE IN THE STATE OF COLORADO

Colorado State Department of Education
201 East Colfax Avenue
Denver, Colorado 80203

Project Director:	Alvin C. Blome
Ethnic Group:	Multiethnic; American Indians, Black Americans, Jewish Americans, Mexican Americans (Colorado)
Subject Area:	All Areas
Audience/Grade Level:	Teacher Resources (K-12)
Format:	Print and Nonprint
Year Funded:	1977
Amount of Funding:	$45,833.00

Materials/Availability:
Ethnic Heritage Study Program: A Learning Experience for the Colorado Educator, by Roger D. Martinez (1979).
Available from ERIC: RC 011 785.
Survey: The Hispanic Population in Colorado, by Roger D. Martinez (1978).
Available from ERIC: RC 011 786.
The Unmelting Cultures in the Pot, manual (in preparation).
Visible Minorities in the U.S., slide/tape presentation (in preparation).
The manual and slide/tape presentation will be available from the project when completed.

This project undertook a number of activities designed to help elementary and secondary teachers in Colorado teach about the state's multicultural heritage. A survey of Hispanic families in the state was made; an ethnic attitude test was developed; teacher workshops were conducted and presentations were made at conferences; and a monthly ethnic newsletter was instituted. The project is also developing a teacher resource manual, *Unmelting Cultures in the Pot*, and a slide/tape presentation, *Visible Minorities in the U.S.*

A survey of Hispanic parents and community members across the state was made in order to answer questions from teachers and administrators in local school districts regarding mobility and origin of the Hispanic population, present usage of Spanish language in the home, preferred ethnic group name, and specific educational concerns. Surveys were returned by 312 of the 720 persons contacted. Among the findings are:

-71 percent of those responding were born in Colorado.
-77 percent of the respondents "Sometimes" speak Spanish

at home, 17 percent "Always" speak Spanish at home, and 6 percent "Never" speak Spanish at home.

- 82 percent of the respondents who were born in Colorado or New Mexico preferred to be referred to as "Spanish Americans." The majority of those who were born in Mexico preferred the term "Mexican Americans." 16 percent of the respondents preferred "Chicano."
- 94 percent of the respondents felt that a bilingual/bicultural program was needed in the state.

The project developed an ethnic attitude test entitled *Ethnic Heritage Study Program: A Learning Experience for the Colorado Educator.* According to the project, the attitude test is a "learning experience" which helps persons "share ideas, change attitudes if need be, clarify information, and/or reinforce what we knew to be true all along."

Eight workshops and presentations at conferences in different regions of the state were conducted by staff. The workshops and presentations were tailored to meet local needs. For example, educators in Grand Junction were interested in awareness training, while those in Colorado Springs were interested in program development and Pueblo teachers were primarily interested in ethnic heritage materials.

A major dissemination achievement of the project was the establishment of a monthly newsletter entitled *Reaching Out.* Distributed to all school buildings in the state, the newsletter provides information on the many ethnic groups in Colorado. A different ethnic group is featured each month.

The two products which are still being developed are the resource manual *Unmelting Cultures in the Pot* and the slide/tape presentation *Visible Minorities in the U.S.* The manual is intended primarily for teachers and district program coordinators. However, it will also be suitable for junior or senior high school students and the general public. Included in the resource manual will be: a bibliography of books, articles, curriculum guides and other materials treating American Indians, Blacks, Mexican Americans, and Jews; a listing of ethnic persons in the state willing to speak and participate in ethnic activities; and a short history of all ethnic groups in Colorado. The slide/tape presentation will provide information on the different ethnic groups in Colorado.

26. INTERCULTURAL UNDERSTANDING THROUGH ART

Denver Art Museum
100 West 14th Avenue Parkway
Denver, Colorado 80204

Project Director: Barney Cook
Ethnic Group: American Indians (Great Plains)
Subject Area: Art
Audience/Grade Level: Student Materials (7-12)
Teacher Education (K-16)
Format: Nonprint
Year Funded: 1977
Amount of Funding: $20,245.00
Materials/Availability:

Circles of Life: Traditional Art and Life of the Plains Indians (1978).

Available from project: kit containing 40 color slides and a cassette tape, limited number of free kits available to educational institutions only on a first-come-first-served basis.

This project developed an audiovisual kit containing 40 slides of art objects made by the American Indians of the Great Plains region and a tape-recorded commentary written by the Denver Art Museum's curator of native arts. All the art objects shown in the slides are in the permanent collection of the Denver Art Museum. The audiovisual presentation is intended for use in secondary classrooms.

The major emphasis of the slide presentation is on the relationship between traditional Plains Indian life and the works of art. Students view the color slides of the various art objects (e.g., the Hidatsa basket, Arapaho "possible bag," Crow parfleche, Kiowa woman's tools, Sioux flute, Crow wedding robe, Pawnee bear-claw necklace, Iowa war club, Cheyenne girl's boots, and Comanche peyote fan) and learn how each object functioned in the traditional society from which it came. Accompanying each kit are a bibliography of books for teachers, a map showing the locations of Plains tribes, a slide list, and a list of Indian tribe names in their own languages.

The project also conducted a 50-hour course dealing with the traditional Plains culture. Forty teachers, social workers, and university educators participated in the course, which was held at the Denver Art Museum.

27. AMERICAN ETHNIC/FOLK MUSIC

Denver School District
2320 West Fourth Avenue
Denver, Colorado 80223

Project Director: Robert W. Hirsch
Ethnic Group: American Indians, Asian Americans, Black Americans, Mexican Americans
Subject Area: Art, Dance, Drama, Music
Audience/Grade Level: Student Materials (3)
Teacher Education (3)
Format: Nonprint
Year Funded: 1976
Amount of Funding: $35,000.00
Materials/Availability:

Series of four ¾" video cassettes, by Margaret C. Cassario, Executive Producer. Individual titles as follows:

1. *The Asian American,* by Misako H. Nagashima (Writer, Producer, and Narrator) and Chris Curtis (Director).
2. *The Black American,* by Annette R. Groves (Producer and Narrator) and Jack Fischer (Director).
3. *The Hispanic American,* by Eileen E. Barela (Writer and Producer) and Martha Vrioste (Narrator).
4. *The Native American,* by Denise Lajimodiere (Producer and Narrator), L. Grace Henniger (Research Writer), and Jack Fischer (Director).

Available from project: can be borrowed for use in the Denver area; the video cassettes are not available for sale.

This project developed and compiled materials to teach 3rd-graders about the folk music, dance, drama, art, and general culture of four ethnic groups: Black Americans, Asian Americans, Mexican Americans, and American Indians. The project also conducted training sessions for teachers. The project staff believe that if young people are actively involved in a musical experience of an ethnic group or culture, they will develop a more positive self-image and will gain respect for and understanding of all ethnic groups.

The project's major activity was the writing and production of four 20-minute videotape programs. The resources of persons within the Denver public schools and of ethnic and community groups were used in developing the programs. The videotapes show the folk dances and music of each of the four ethnic groups and also provide some background cultural information. For example, in the video *The Native American,* the children watch American Indians wearing authentic native dress dance the War Dance, the Round Dance, the Rabbit Dance, and the Grass Dance. The narrator of the video, a young American Indian girl, introduces the dancers. The narrator also describes her dress, which she made over a period of three years, and tells the children an American Indian legend. The color videos are of a high technical quality. Although intended to be used with 3rd-graders, the videos can be enjoyed by persons of any age.

The project staff also compiled kits containing materials which deal with the four ethnic groups and which are already available to 3rd-grade teachers through the Denver school system. The contents of the kits include the historical backgrounds of the four ethnic groups, songs, dances, and sing-along books. The project also developed a master card file containing all the ethnic studies multimedia materials available from the school system.

Through seven inservice training sessions, 135 3rd-grade teachers in the Denver school system were taught how to use the videotapes and the kit components in their classrooms. The training sessions also introduced teachers to many hands-on materials and ethnic studies activities. Throughout the nine-month school year, teachers devoted approximately 15 minutes per day to some musical activity from the project. Students

viewed the videotapes, sang songs, listened to music, played and listened to instruments of American ethnic/folk music, carved soap, made masks, and learned the art of origami.

28. ANALYSIS AND DISSEMINATION OF ETHNIC HERITAGE STUDIES CURRICULUM MATERIALS

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Project Director: Irving Morrissett
Ethnic Group: Multiethnic
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Teacher Resources (K-12)
Format: Print and Nonprint
Year of Funding: 1974
Amount of Funding: $45,000.00
Materials/Availability:

Ethnic Studies Teacher Resource Kit (1976).
Available from project: pub. no. 188, cardboard box, 9¼"x 9¼"x2", $39.95. The box contains the following materials:

1. *Understanding You and Them: Tips for Teaching about Ethnicity,* by Carlos Cortés et al. (1976).
   Available from (1) project: ISBN 0-89994-187-7, paperbound, 66 pp, $3.95.
   (2) ERIC: ED 120 032, 69 pp, microfiche: $0.83/paper copy: $4.82, plus postage.
2. *Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography* (1976).
   Available from (1) project: ISBN 0-89994-184-2, paperbound, 275 pp, $9.95.
   (2) ERIC: ED 128 233, 284 pp, microfiche: $0.83/paper copy: $18.32, plus postage.
3. *Ethnic Studies Materials Analysis Instrument* (1976).
   Available from (1) project: ISBN 0-89994-179-6, paperbound, 24 pp, $1.95.
   (2) ERIC: ED 128 279, 25 pp, microfiche: $0.83/paper copy: $1.82, plus postage.

The two following publications are included in the *Ethnic Studies Teacher Resource Kit* but are not available for separate purchase from the project:

4. *Teaching Strategies for Ethnic Studies,* by James A. Banks, second edition (1979).
   Available from Allyn and Bacon, Inc. (470 Atlantic Avenue, Boston, Massachusetts 02210): paperbound, 502 pp, $8.95.
5. *What Is an Ethnic Group?* (1973).
   Available from Educational Design, Inc. (47 West 13th Street, New York, New York 10011): filmstrip (94 frames)/cassette, $24.00.

The resource kit produced by this project contains comprehensive background materials and strategies for use in teaching ethnic studies. The items it contains have been chosen to present (1) basic summaries of current thinking in the field of ethnic studies, (2) a list of commercial resources, and (3) practical teaching suggestions that are adaptable to most classroom situations. Users may choose from a number of activities listed in the books or draw on the materials to design their own ethnic studies curriculum or unit of study. The amount of class or teacher time required will depend on the needs and goals of the individual user.

Understanding You and Them presents a discussion of the nature of ethnicity in the curriculum, along with classroom activities designed to introduce the concept of ethnicity and to enrich students' knowledge of their ethnic origins and the ethnic origins of others. Methods of identifying available ethnic studies materials and selecting those that best suit the needs of a particular class are suggested. Finally, an annotated list of existing instruments for evaluating various aspects of existing ethnic studies programs is presented.

Materials and Human Resources for Teaching Ethnic Studies includes annotations of more than 1,100 materials for teaching ethnic studies. Curriculum materials, student resources, teacher resources, and films are annotated. The bibliography contains a listing of ethnic organizations and human resources as well as a listing of publishers of ethnic studies materials.

The Ethnic Studies Materials Analysis Instrument was designed to help persons preparing an ethnic studies curriculum verify the ethnic accuracy of materials.

Banks' *Teaching Strategies* is a handbook designed to help teachers obtain the content, strategies, concepts, and resources needed to make the teaching of ethnic studies an essential component in American education. It contains a rationale for teaching comparative ethnic studies and chapters on each major American ethnic group. Within each chapter are a chronology of key events, an historical overview of the group discussed, illustrative key concepts and teaching strategies, an annotated bibliography for teachers, and an annotated bibliography for elementary and secondary students.

The 15-minute filmstrip and cassette included in the kit graphically portray the components involved in defining the terms "ethnic group" or "ethnic identity" (e.g., neighborhood, names, religion, clothing, cultural styles, education, recreation, group continuity). The terms "assimilation" and "acculturation" replace the old melting pot analogy. Reasons why ethnic groups remain "apart" are examined.

29. ETHNIC STUDIES PROJECT FOR SCHOOL LIBRARIANS

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Project Director: Frances Haley
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: School Librarians or Media Specialists (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $42,901.00
Materials/Availability:

Ethnic Studies Handbook for School Librarians, by Frances Haley, Susan Hustleby, and Regina McCormick (1978).
Available from (1) project: ISBN 0-89994-232-6, paperbound, 67 pp, $5.00.
(2) ERIC: ED 167 460, 77 pp, microfiche: $0.83/paper copy: $6.32, plus postage.

The Ethnic Studies Project for School Librarians was designed to help elementary and secondary school librarians identify, analyze, and select appropriate and useful ethnic studies library materials. Between January and May of 1978, Consortium staff conducted six two-day workshops for 120 Colorado school librarians. The *Ethnic Studies Handbook for School Librarians,* which was developed by the project, was field tested during the workshops. Comments and suggestions of the workshop participants have been incorporated into the final edition. The developers hope that the handbook will be a useful and practical resource for school librarians, not only in Colorado, but in other states as well.

The *Ethnic Studies Handbook* is organized into four parts. Part I--"Identifying Ethnic Groups"--contains sample census tables showing the social characteristics of residents by race for the state and for individual counties of Colorado. (The same census data for other states are available in the *1970 Census of Population,* a publication found in the government documents section of most large libraries.) Part I also contains a telephone directory activity designed to help librarians identify ethnic groups at the community level, in addition to a brief discussion of other sources librarians can use to acquire data on ethnic groups at the local and neighborhood levels. Part II--"Identifying and Evaluating Ethnic Studies Materials"--discusses sources of ethnic studies materials, the different kinds of materials that are available, and the characteristics of these materials. Also included in this section are instruments for measuring materials in terms of reading level and soundness of content, along with a brief list of reference aids for recognizing bias. Part III contains a list of school library activities focusing on ethnic groups that librarians can implement in their schools. The fourth part of the handbook consists of an annotated bibliography of print and nonprint ethnic studies materials for elementary and secondary school librar-

ies. The list includes books, ERIC documents, and journal articles. To facilitate the use of the bibliography, title, author, and subject indexes are provided.

30. CONTINUING ETHNIC HERITAGE: A CURRICULUM PROJECT ON THE TRANSNATIONAL LINKAGE OF AMERICAN ETHNIC GROUPS

University of Denver
Center for Teaching International Relations
University Park
Denver, Colorado 80210

Project Director: Andrew F. Smith
Ethnic Group: Multiethnic; Arab Americans, Black Americans, Irish Americans, Mexican Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (7-12)
Format: Print
Year Funded: 1975
Amount of Funding: $38,000.00
Materials/Availability:

Ethnicity and Me, by Gary R. Smith (1976).
Available from ERIC: ED 125 992, 79 pp, microfiche: $0.83/paper copy: $6.32, plus postage.

Ethnicity in My Community and the World: An Experimental Unit, by Gary R. Smith (1976).
Available from ERIC: ED 125 993, 76 pp, microfiche: $0.83/paper copy: $6.32, plus postage.

Ethnic Conflict and Ethnicity and Global Issues: Two Experimental Units, by Gary R. Smith (1976).
Available from ERIC: ED 125 994, 45 pp, microfiche: $0.83/paper copy: $3.32, plus postage.

Evaluation Unit: An Experimental Unit, by Gary R. Smith (1976).
Available from ERIC: ED 125 995, 46 pp, microfiche: $0.83/paper copy: $3.32, plus postage.

The latter four items have been revised and are available in the two following volumes:

Teaching About Ethnic Heritage, Ethnic Heritage Series, Volume 1, by Gary R. Smith and George G. Otero (1977).
Available from (1) project (Attn: Materials Distribution): paperbound, 103 pp, $5.95.
(2) ERIC: ED 139 708, 97 pp, microfiche: $0.83/paper copy: $6.32, plus postage.

Teaching About Ethnic Conflict: Global Issues, Ethnic Heritage Series, Volume 2, by Steven L. Lamy (1978).
Available from (1) project (Attn: Materials Distribution): paperbound, 112 pp, $6.00.
(2) ERIC: ED 153 928, 118 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Transnational Links Between the Arab Community in the U.S. and the Arab World, by Ayad Al-Qazzaz (1976).
Available from ERIC: ED 174 525, 40 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Mexico in the Study of Mexican Americans: An Analysis of Transnational Linkages, by Carlos Cortes (1976).
Available from ERIC: ED 174 526, 37 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Afro-American Linkages with Africa in Transnational Perspective, by Robert Hill (1976).
Available from ERIC: ED 174 527, 61 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Transnational Linkages Between the Irish in America and the Irish in Ireland, by William McCready (1976).
Available from ERIC: ED 174 528, 36 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Continuing Ethnic Heritage has developed four monographs and five curriculum units which focus on ethnicity of the individual in the community, the nation, and the world. Four of the five curriculum units have been revised and are currently available in two documents--*Teaching About Ethnic Conflict: Global Issues* and *Teaching About Ethnic Heritage.* Both the monographs and the curriculum units are based upon a model of transnational linkages of ethnic groups. The developers state that there are at least four linkages that contribute to ethnic consciousness. The first is a two-way linkage between the ethnic and mainstream cultures. The second is a two-way dynamic between the ethnic group and the root culture, while the third is the dynamic between the mainstream culture and the root culture. The fourth linkage, which is internal to the ethnic group and includes elements of the group's self-awareness is not independent of the other three.

Linkages have also been classified as primary and secondary. Primary linkages are person-to-person interactions. Secondary linkages are those that emerge from mass media sources. Finally, transnational linkages are defined as those which continue to exist between the root culture and the ethnic group in the receiving host country after immigration has occurred.

The decision to develop monographs discussing these linkages was based on the belief that there are few, if any, teacher resource materials which explore their meaning. The following examples illustrate why the developers feel exploring linkages is important: (1) it is important that teachers understand the influence of transnational linkages on their own behavior and perceptions; (2) this kind of understanding should facilitate a better understanding of ethnic groups; (3) it is necessary to examine linkages in order to understand the influence of ethnicity upon the individual, community, and nation; (4) the future of global ethnic relationships should be studied in terms of linkages; and (5) ethnicity must be considered in a global context.

The four monographs are primarily intended for use as teacher resources, although they could also be used as references by students in grades 11 and 12. The curriculum units are action-oriented. They consist of a series of lessons that can be taught independently or used to supplement ongoing classes. They could also be the basis of mini-courses in ethnic studies. Student handouts, as well as carefully detailed lesson plans, are included in the curriculum guides.

Connecticut

31. OUR ROOTS – ETHNIC HERITAGE STUDIES PROJECT

Hartford Public Schools
249 High Street
Hartford, Connecticut 06108

Project Director: Henry Luccock
Ethnic Group: Multiethnic (Connecticut, Hartford)
Subject Area: Local History
Audience/Grade Level: Adult/Community Education
Student Materials (4-12)
Format: Print
Year Funded: 1975
Amount of Funding: $33,000.00
Materials/Availability:

Statements of Status (1977).
Not available.

This project developed 24 "local" histories about the cultures of Hartford drawn from interviews, records, bulletins, newspapers, letters, and other fragments. The histories emphasize people, churches, organizations, neighborhoods, parks, buildings, events, and anecdotes--those things considered to be of interest to Hartford readers. No attempt has been made to appeal to a broader, national audience.

Upon completion of this project, all of the histories were transferred to the ethnic heritage project of the Mayor's All American Council (see catalog entry 32). The intent of the transfer was to make the histories available for taping a series of television programs.

32. BREAD: THE STAFF OF ETHNIC LIFE

Mayor's All American Council
550 Main Street
Hartford, Connecticut 06103

Project Director: George A. Athanson

Ethnic Group: Multiethnic (Connecticut, Hartford)
Subject Area: Local History
Audience/Grade Level: Adult/Community Education
Student Materials (4-12)
Format: Nonprint
Year Funded: 1977
Amount of Funding: $45,000.00
Materials/Availability:
A Study of the Ethnic History of the Greater Hartford Area. 3 videotapes.
Not available.

This project* is disseminating the information and data about the ethnic cultures of Hartford, Connecticut, gathered by the 1975 ethnic studies project of the Hartford Public Schools entitled Our Roots-Ethnic Heritage Studies Project (see catalog entry 31). This project planned to use "local" histories developed by the Our Roots project to "educate all people to better understand the political, cultural, social, economic, and intellectual contributions by all ethnic groups toward the growth and development" of Hartford, Connecticut and the United States.

The major dissemination activity of the project was to be the videotaping of several half-hour television programs involving representatives from 63 ethnic groups in Hartford. The television programs were to be filmed on location in the environment of each ethnic group and were to record the celebration of historic moments, religious rites, and cultural events. A studio discussion of the meaning and significance of these occurrences was also to be included in each program. Channel 18 in Hartford was to air the television programs in weekly half-hour segments.

Other dissemination activities planned by the project included (1) developing a series of lectures on "Our Roots," (2) hosting a monthly potluck dinner to introduce citizens to the "delights" of ethnic cuisine, (3) sponsoring an intercultural exchange program through which students would stay overnight with families of another ethnic group, and (4) making presentations at public service programs using media developed by the "Our Roots" project.

33. COUNSELOR ETHNIC AWARENESS PROJECT

Southern Connecticut State College
Health Education Department
501 Crescent Street
New Haven, Connecticut 06515

Project Director: Marjorie K. Bradley
Ethnic Group: Multiethnic
Subject Area: Guidance Counseling
Audience/Grade Level: Counselors (K-12)
Format: Print
Year Funded: 1976
Amount of Funding: $25,000.00
Materials/Availability:
Counselor Ethnic Awareness Project, Final Report (1977).
Available from ERIC: ED 153 092, 30 pp, microfiche: $0.83/paper copy: $3.32, plus postage.

The Counselor Ethnic Awareness Project involved the development, implementation, and assessment of a model training program enabling professional school counselors to design and execute projects for increasing appreciation of ethnic heritage among students, faculty, and community. Training sessions conducted by the project aimed at providing counselors with a thorough understanding of ethnicity, the skills and knowledge to be effective change agents, and the skills and confidence with which they could initiate and complete ethnic appreciation projects in their schools. The philosophy and design of this program was presented at the 1977 and 1978 conventions of the American Personnel and Guidance Association.

The project's final report contains an outline detailing a step-by-step process for training counselors to be instructional change agents. The process includes problem definition and delineation, recruitment, preparation of the system, training, implementation of projects, and withdrawal of training staff.

As described in the report, the process involves careful planning along a number of dimensions. In step one, trainers are urged to define carefully the problem to be addressed and to set specific goals for solving it. In recruiting participants, individuals who have high potential for profiting from training and personal characteristics that will enhance learning for others should be sought. Preparation of the system should involve alerting the community as well as school administrators. The training sequence, its design, and the level of commitment expected of participants should be known to all before training begins.

Suggested strategies for use in training include sharing of ethnic-related experiences, role playing counseling situations with an ethnic component, participant design of a project to facilitate change in their schools, and force field analysis. Additional strategies listed involve designing programs related to Black American, Mexican American, and American Indian students, simulations related to intergroup activities, and personal evaluation. Guidelines for implementing individually designed projects concentrated on analyzing, recognizing, and developing the most effective point of entry and the methods to address each goal.

Evaluation enabled participants to identify ways of assessing how close they came to achieving their individual goals. Designing effective evaluation components requires skills which must be developed in the training program; emphasizing the need for participants to plan the future of their projects is an important part of the training detailed in the final report. Specific plans for the continuation of the projects should be required in the final evaluations; administrators should also be encouraged to take steps to ensure the projects' continuation. Finally, the training staff must help trainees to build support systems within their schools so as to wean them successfully from staff support. This step requires definition of time parameters of staff availability as well as letters of support and encouragement at periodic intervals after projects have been evaluated.

Among the projects designed and implemented by project participants were the following: a school/community ethnic fair; minority cultures mini-unit; student projects in ethnic appreciation; publication of feature articles on ethnic groups in a local newspaper; activities in high school art, language, and social studies; teacher workshops and student seminars; school surveys; orientation programs for students whose second language is English; a slide/cassette program on Native American Indian culture; and student teaching of a foreign language and culture to fellow students. All of these activities are briefly described in the final report.

The final report states that the individual sessions and their components, the program's preparation of counselors for implementing change projects, and the applicability of the program to counselors' jobs were all judged by the participants to be good to excellent.

34. MULTI-ETHNIC HERITAGE STUDIES PROGRAM

Thomaston Public Library
248 Main Street
Thomaston, Connecticut 06787

Project Director: June F. Tyler
Ethnic Groups: American Indians, Asian Americans, Black Americans, French Americans, German Americans, Irish Americans, Italian Americans, Polish Americans, Puerto Rican Americans, Scandinavian Americans
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Teacher Education (K-12)
Teacher Resources (K-6)

*This project has not yet completed the activities for which it was funded. All information in this description was obtained from the project's original proposal.

Year Funded: 1976
Amount of Funding: $37,500.00
Materials/Availability:

Ethnic Heritage Studies Curriculum Series (1977). Individual titles in this series of 20- to 36-pp looseleaf guides are as follows:

1. *Unit I: Our Asian and Native American Heritages, Teacher's Guide, Kindergarten.*
2. *Unit II: Our Scandinavian Heritage, Teacher's Guide, Grade One.*
3. *Unit III: Our French Heritage, Teacher's Guide, Grade Two.*
4. *Unit IV: Our Italian Heritage, Teacher's Guide, Grade Three.*
5. *Unit V: Our German Heritage, Teacher's Guide, Grade Four.*
6. *Unit VI: Our Polish and East European Heritage, Teacher's Guide, Grade Five.*
7. *Unit VII: Our Irish Heritage, Teacher's Guide, Grade Six.*

Series of stapled recipe booklets. Individual titles as follows:

1. *African and Black American Cooking.*
2. *American Recipes.*
3. *Christmas Recipes.*
4. *The Cuisine of France.*
5. *Enjoy the Cooking of China.*
6. *The Foods of Puerto Rico.*
7. *German Cooking.*
8. *Irish Cooking.*
9. *Italian Recipes.*
10. *Polish and East European Recipes.*
11. *Scandinavian Recipes.*

The units and recipe booklets are not available for purchase. However, all of the materials are in the Thomaston Public Library collection and are available to those who would like to visit.

This project developed ethnic studies units for grades K-6, sponsored community cultural events, and conducted inservice programs for educators and community people. The purpose of the project was the development of community awareness of its ethnic heritage.

Although the project had originally intended to develop units for use in grades K-12, only the elementary units were completed, field tested, and revised. The units were developed around concepts from the social science disciplines. The units involve students in many activities. They view filmstrips, listen to tapes, study color prints of other cultures, sing folk songs, learn folk dances, play games, study and compare artifacts, prepare ethnic food, and read and discuss books. The objectives, concepts, generalizations, materials needed, and teaching procedures are listed for each activity. The units are not self-contained. The teacher's guides, however, do not list publishers, authors, or dates for the many commercially available print and nonprint materials which are needed to implement the activities.

To involve the community in the project, the staff sponsored folk song and dance performances, a monthly film program at the Thomaston Library, and a preschool story hour. Ethnic craft classes were held, slide shows were presented by foreign speakers, and ethnic films were purchased. The most popular activity held for the community was the monthly ethnic cooking class. As a result of these classes, ethnic recipe booklets were prepared. These booklets can also be used by teachers with elementary-level students.

Although inservice programs did not play a major role in the project, some workshops were conducted. Brief sessions to teach educators and community persons how to use video equipment and how to make filmstrips and duplicating cassettes were held. Workshops were conducted to help teachers deal with the curriculum materials developed. Four inservice programs on human relations skills and activities were held. One course dealing with ethnic foods was offered in the adult education program.

35. INTERGROUP RELATIONS AND ETHNICITY: THE PEOPLES OF CONNECTICUT

University of Connecticut
Department of Sociology
Storrs, Connecticut 06268

Project Director: William V. D'Antonio
Ethnic Group: Irish Americans, Italian Americans, Jewish Americans, Polish Americans, Puerto Rican Americans (Connecticut)
Subject Area: Social Studies
Audience/Grade Level: Student Materials (7-12)
Teacher Resources (7-12)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $100,000.00
Materials/Availability:

Learning About the Peoples of Connecticut, by Patricia Snyder Weibust (1977).
Available from (1) World Education Project (U32, School of Education, The University of Connecticut, Storrs, Connecticut 06268): paperbound, 26 pp, $2.00.
(2) ERIC: ED 160 484, 29 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

The Irish: In Their Homeland, in America, in Connecticut, A Curriculum Guide, by Frank Andrews Stone (1975).
Available from (1) World Education Project: paperbound, 112 pp, $4.00.
(2) ERIC: ED 160 485, 113 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Resource Box containing flag, Galway crystal, clay vase, Celtic cross, records of folk music, 150 slides, embroidery, doll, pressed flowers, map of Ireland, reed basket, and Irish linen.
Not available.

The Italians: In Their Homeland, in America, in Connecticut, A Curriculum Guide, by Patricia Snyder Weibust (1976).
Available from (1) World Education Project: paperbound, 121 pp, $4.00.
(2) ERIC: ED 160 486, 122 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Resource Box containing playing cards, cassette of popular music, bocce ball set, cookbook, posters, Sicilian cart, pottery, 5 slides, English-Italian prayer book, lottery ticket, and map of Italy.
Not available.

The Jews: Their Origins, in America, in Connecticut, A Curriculum Guide, by Sally I. Gold (undated)
Available from (1) World Education Project: paperbound, 151 pp, $4.00.
(2) ERIC: ED 160 487, 151 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Resource box containing 2 records, passover platter, Sabbath candlesticks, menorah, prayer shawl, mazuzah, silver cup, yarmulke, and slides on early Hartford Jews.
Not available.

Puerto Ricans: On the Island, on the Mainland, in Connecticut, A Curriculum Guide, by Barbara Burdette (undated).
Available from (1) World Education Project: looseleaf, 143 pp, $4.00.
(2) ERIC: ED 160 488, 77 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Resource Box containing flag, workbook, study books, song books, and Spanish phrase book.
Not available.

The Poles of Connecticut (in preparation).
Contact World Education Project for information regarding availability.

The chief aim of The Peoples of Connecticut was to recognize diversity in and among ethnic groups as well as commonali-

ties that exist in our American pluralistic society. To meet this goal, the project developed a manual entitled *Learning About the Peoples of Connecticut*, which examines the activities, attitudes, and approaches necessary for teaching about ethnic groups and provides guidelines for classwork.

The project also produced curriculum guides and resource boxes of artifacts for teaching about Italian, Puerto Rican, Jewish, Polish, and Irish Americans. The materials are designed to teach secondary students to observe and define cultural similarities and differences, to read maps and charts, to interpret statistical data, and to recognize the main cultural concepts of the particular ethnic group being studied.

The curriculum guide *The Jews* reviews the origins and history of the Jewish people, their contributions to American history, and their role in Connecticut history. A brief survey of Jewish religious beliefs and cultural patterns is included. American Judaism, attitudes toward Israel, anti-Semitism, and Zionism are discussed. A glossary of commonly used Yiddish words and phrases, Jewish recipes, and examples of Jewish literature and folklore are included.

The Puerto Ricans is intended for Puerto Rican and non-Puerto Rican teachers and students living in Connecticut. Topics include Puerto Rican history, ethnology, geography, economy, politics, religion, migration, unique cultural traits, family structure, arts, music, holidays, and foods. These topics are discussed in terms of the Island, the American mainland, and, in some units, the state of Connecticut. An annotated bibliography and list of names of organizations in New York and Connecticut which can supply further information in Spanish and English conclude the curriculum guide.

A 15-question quiz to test students' knowledge of Irish culture introduces the curriculum guide on the Irish. Seven units comprise the body of the guide, which provides background information on Irish geography, history, migration patterns, contributions, and roles. Problems of Irish Americans are also discussed. A list of Irish American institutions and organizations is included. Irish literature, fine and folk arts, architecture, athletics, cooking, and dance are presented, as is a very brief description of Ireland today.

The Italians reviews the historical background and cultures of the peoples of Italy and surveys the Italian community of Connecticut from the earliest immigrants through the present day. Facts about the Italian economy, education, literature, language, gesture, music, holidays, contributions to world science and culture, religious beliefs, and family structure are included. Material concerning Italian Americans in Connecticut, their demography, employment and occupational practices, social organizations throughout the state, a glossary, and references to books and films complete the guide.

The unit on Polish Americans was still in preparation at the time this catalog was prepared and was not available for preview.

Delaware

36. PRESERVING ETHNIC TRADITIONS (PROJECT PET)

Delaware Department of Public Instruction
State Education Agency
Townsend Building
Dover, Delaware 19901

Project Director: Donald R. Knouse
Ethnic Group: Multiethnic; Amish Americans, Black Americans, Italian Americans, Latin Americans, Pakistani Americans, Slavic Americans, Ukrainian Americans (Delaware)
Subject Area: Humanities, Language Arts, Local History, Social Studies
Audience/Grade Level: Student Materials (9-12)
Teacher Education (9-12)
Teacher Resources (9-12)
Format: Print
Year Funded: 1977
Amount of Funding: $13,824.00
Materials/Availability:

PROJECT PET: Preserving Ethnic Traditions Through Delaware Student Research (1979).
Available from (1) project: 132 pp, free.
(2) ERIC: ED 177 032, 127 pp, microfiche: $0.83/paper copy: $9.32, plus postage.

Final Performance Report (1978).
Available from ERIC: SO 011 967.

PROJECT PET was designed primarily to assist high school teachers and students preserve ethnic traditions in the state of Delaware. In order to accomplish this major goal, participating students were provided with both the basic and facilitating skills (such as interviewing, photography, graphics, public speaking, and research) necessary for preparing a resource document which can be used in schools. In addition, all participating students were given the experience of speaking before adult audiences regarding the learning that took place as members of ethnic heritage research teams.

The published document which was developed has eight sections. Seven of these were compiled by students in various Delaware high schools. Members of the majority ethnic groups surrounding each of the high schools were interviewed and photographed to prepare the articles that are included. Slavic Americans, Amish, Pakistani Americans, Ukrainian Americans, Sussex Countians (Delaware), Italian Americans, and Black Americans are the ethnic groups which are explored in some detail.

The final section of the resource book contains such instructional aids as interview techniques, questions, and model review commentary. This section also includes a research bibliography, ethnic study resource contacts, and a general resource list.

The first sections of the document could be used by students studying particular ethnic groups. The document could be used in its entirety by teachers as a model for developing a similar school-based project. The final report would also be helpful in this regard. Project objectives, evaluative criteria, appropriate time lines, and teacher and student training workshop agendas are all included in the attached appendices.

37. ETHNIC DELAWARE AND WILLINGTOWN VILLAGE

Historical Society of Delaware Library
505 Market Street
Wilmington, Delaware 19801

Project Director: Ross McGuire
Ethnic Group: Black Americans (Delaware, Wilmington)
Subject Area: Local History, Social Studies
Audience/Grade Level: Student Materials (9-12)
Format: Print
Year Funded: 1975
Amount of Funding: $40,000.00
Materials/Availability:

The Free Negro in Wilmington (undated). This curriculum package contains the following materials:

1. *Freedom or Slavery: The Free Negro in Wilmington.* Folder containing 8 unbound pages.
2. *The African School Society: The Free Negro in Wilmington.* Folder containing 15 unbound pages.
3. *Peter Spencer and the African Church: The Free Negro in Wilmington.* Folder containing 6 unbound pages.
4. *Family and Neighborhoods: The Free Negro in Wilmington.* Folder containing 7 unbound pages.
5. *The Free Negro Community: A Mapping Project, The Free Negro in Wilmington.* Folder containing 6 unbound pages and map of Wilmington, 1850.
6. *Abolitionism: The Free Negro in Wilmington.* Folder containing 35 unbound pages.

Nativism: The Election of 1854 (undated). Folder containing 20 unbound pages and map of Wilmington, 1850.

The Riot of 1880: A Newspaper Unit, Instructional Guide (undated). Folder containing 5 unbound pages, a reproduction of the *Daily Gazette,* October 18, 1880 and the *Daily Republican,* October 18, 1880, 10 pp.

Available from project: each of the above products is available for the cost of duplication and postage.

Using for the most part primary sources, this project has compiled *The Free Negro in Wilmington*, which provides a look at the social and economic circumstances of the free Negro in Wilmington in the 1850s. The six classroom units comprising the package explore the demography, religious organization, educational opportunities, and economic plight of Blacks during that decade. Roles of Quakers and immigrant Irish are discussed. The units introduce students to methods of historical inquiry and relate their research to experiences of local ethnic communities of the present day. The units contain objectives as well as activities that involve mapping, role playing, poll-taking, research and reading, interviewing, and abundant discussion eliciting synthesis and evaluation.

Nativism: The Election of 1854 is intended to provide a comparison of the political events of 1854 with those of today and to identify problems confronted by early immigrants. Students are asked to analyze primary sources with a view to understanding issues in prejudice that reach into the political arena.

The newspaper unit provides an opportunity to analyze two accounts of a riot involving Blacks and Whites--one from a Democratic Party newspaper and one from a Republican Party newspaper. The accompanying suggested activities compel students to discover political overtones in journalistic accounting.

District of Columbia

38. DISSEMINATION OF ETHNIC HERITAGE STUDIES IN AMERICAN TEACHER EDUCATION

American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036

Project Directors:	Frank Klassen and Joost Yff
Ethnic Group:	Multiethnic
Subject Area:	All Areas
Audience/Grade Level:	Teacher Education (K-12) Teacher Resources (K-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$45,000.00
Materials/Availability:	

Multicultural Education and Ethnic Studies in the United States: An Analysis and Annotated Bibliography of Selected Documents in ERIC, by Donna M. Gollnick et al. (1976).
Available from (1) project: paperbound, 167 pp, $4.00.
(2) ERIC: ED 120 103, 179 pp, microfiche: $0.83/paper copy: $12.33, plus postage.

Pluralism and the American Teacher: Issues and Case Studies, edited by Frank H. Klassen and Donna M. Gollnick (1977).
Available from (1) project: paperbound, 252 pp, $6.00.
(2) ERIC: ED 134 575, 255 pp, microfiche: $0.83/paper copy: $16.82, plus postage.

The grant money provided the initial support for the establishment of an Ethnic Heritage Center for Teacher Education in Washington, D.C. The center is intended to "provide a national focus for the development of policies, activities and programs that will enable teachers to function more effectively in multicultural settings." In addition to establishing the center, the project acquired, analyzed, and disseminated materials and programs in ethnic studies, conducted two surveys, held a special Leadership Training Institute, and developed two publications.

Ethnic studies materials dealing with teacher education were collected by project staff for the Ethnic Heritage Center's Library. These materials were described, annotated, and entered into the center's computer retrieval system.

Two surveys of multicultural education activities were undertaken. To get a general overview of the multicultural activities in teacher education programs, 800 teacher training institutions were surveyed. From this survey a directory of persons responsible for multicultural programs at the different institutions was developed. A second questionnaire was used to survey the multicultural activities of state departments of education.

In April of 1976, the project held a three-day Leadership Training Institute in Washington, D.C. for 100 educators. The purposes of the institute were to help educators (1) learn more about the multicultural education concept, (2) examine, design, and implement multicultural programs for their institutions, and (3) develop strategy/tactic plans for the implementation of multicultural education in teacher education.

Two publications were also developed. *Multicultural Education and Ethnic Studies in the United States* is an annotated bibliography of multicultural and ethnic studies documents related to teacher education that are readily available through the ERIC system. Materials which can be used in teacher education programs, classroom materials dealing with ethnic studies for use in elementary and secondary classrooms, bibliographies, and directories are cited. The second publication, *Pluralism and the American Teacher*, is a collection of papers and reports prepared for the Leadership Training Institute. Part I discusses issues in multicultural teacher education. Case studies of multicultural teacher education are provided in part II.

39. RADIO COURSE ON DIMENSIONS IN AMERICAN THOUGHT AND CULTURE: THE LATINOS

The American University
Latino Institute
Massachusetts & Nebraska Avenues
Washington, D.C. 20016

Project Director:	Armando B. Rendon
Ethnic Group:	Cuban Americans, Mexican Americans, Puerto Rican Americans
Subject Area:	Social Sciences
Audience/Grade Level:	Student Materials (13-16)
Format:	Nonprint
Year Funded:	1977
Amount of Funding:	$40,969.00
Materials/Availability:	

Viva Latinos (undated).
Available from project: 30 programs on 15 cassette tapes, cost will be arranged with project.

This project developed a radio course* for college credit focusing on the experiences of Mexican Americans, Puerto Rican Americans, and Cuban Americans and their relationship within American thought and culture. The course was designed to "give both Latino and non-Latino listeners an increased awareness of the presence and influence of Spanish speaking Americans in the history and development of the United States."

Separate programs dealing with the Cuban Americans, Mexican Americans, and Puerto Rican Americans were developed. Lectures as well as news and documentary techniques were used in the programs to present the thoughts of Latin Americans from various perspectives -- historical, social, cultural, political, and futuristic. Throughout the course Latin American historians, educators, musicians, athletes, public officials, and everyday people talk about their accomplishments and experiences. While the series is presented in English, several programs do include a summary in Spanish. The course was taken for credit by students at the American University.

40. A TEACHER/PRINCIPAL TRAINING PROGRAM IN ETHNIC HERITAGE EDUCATION

Catholic Office of Education
717 Fifth Street, N.W.
Washington, D.C. 20005

Project Director:	Sandra N. Smith, Joseph C. Hager, and Frank J. Murphy
Ethnic Group:	Multiethnic; Black Americans
Subject Area:	Social Studies
Audience/Grade Level:	Principals (7-9) Teacher Education (7-9)
Format:	Not Applicable
Year Funded:	1976
Amount of Funding:	$38,000.00
Materials/Availability:	

Because this was a training project, no materials were developed.

*The radio course was not available for analysis. All information in the description was obtained from brochures sent to the clearinghouse by the project.

This project planned and implemented a 12-month ethnic heritage inservice training program for 20 junior high teachers and principals from the Catholic schools in the Archdiocese of Washington, D.C. The purposes of the inservice training were to help the teachers and principals develop an understanding of the value of intercultural learning, become aware of their own cultural background and that of other ethnic groups, and become familiar with ethnic heritage curriculum materials.

The project had two phases--a training phase and a classroom application phase. The training program involved an intensive week-long workshop in the fall and a series of four Saturday workshops held monthly from September through December. Eleven subject areas were covered in the workshop presentations: sociology (general); religious education; Museum of African Art; curriculum and methods; psychology; history; sociology (the Black family and education); Afro-American literature; music from Black experience; and bilingual education. During the second program phase, teachers applied the ethnic studies materials and teaching methods that they had learned about in the training program in their classrooms.

41. APPRECIATION OF ETHNIC PLURALISM IN EDUCATION FOR SOCIAL WORK

Catholic University
School of Social Service
Washington, D.C. 20064

Project Director: Richard Kolm
Ethnic Group: Multiethnic
Subject Area: Social Work
Audience/Grade Level: Student Materials (13-16)
Format: Print
Year Funded: 1976
Amount of Funding: $40,000.00
Materials/Availability:

Appreciation of Ethnic Pluralism in Education for Social Work (1977).

Available from ERIC: ED 175 739, 301 pp, microfiche: $0.83/paper copy: $19.82, plus postage.

The major document which emerged from this project -- *Appreciation of Ethnic Pluralism in Education for Social Work* -- is designed to provide models for including an appreciation of ethnic pluralism in professional education for social work.

The introductory chapter, "Ethnicity in Social Work and Social Work Education: Some Theoretical Considerations," provides a broad historical perspective that deals with general theories of psychoanalytic thought as well as the emergence of pertinent theories from the social sciences. This chapter also presents a theoretical framework of ethnicity and a rationale for introducing ethnicity into social work education.

The next five chapters of the document present teaching modules related to particular curricular areas -- "Human Behavior and the Social Environment," "Social Work Practice," "Community Organization, Social Welfare Policy and Research," and "Social Work Research." The concluding chapter suggests three models -- the experimental, the advocate, and the eclectic -- for integrating ethnicity into the curriculum. Although the material presented in the volume is intended to be generic, priority was given in the collection of illustrative materials to groups from Eastern and Southern Europe.

42. INTERCULTURAL BILINGUAL CURRICULUM PLAN FOR CHICANO ETHNIC STUDIES AT COMMUNITY AND JUNIOR COLLEGES

El Congreso Nacional de Asuntos Colegiales
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

Project Director: Pepe Barron
Ethnic Group: Mexican Americans
Subject Area: Anthropology, Bilingual Education (Spanish), History, Science, Vocational/Technical Education
Audience/Grade Level: Teacher Resources (13-14)
Format: Print
Year Funded: 1975
Amount of Funding: $40,000.00
Materials/Availability:

Series of 18 undated, 2- to 27- pp papers. Individual titles as follows:

1. *Bilingual Bicultural Educational Paraprofessional Training Program (A.A. Degree).*
2. *Bilingual Bicultural Program Management.*
3. *Bilingual Supervision.*
4. *Food, Calories and Obesity.*
5. *Food Pollution.*
6. *A Guide to Developing Major Elements in Community College Bilingual Bicultural Programs.*
7. *History.*
8. *Introduction to Anthropological Perspectives on Chicano Culture.*
9. *Introductory Neurology.*
10. *The Language of Chemistry.*
11. *The Non-Traditional Vocational/Technical Model.*
12. *Planned Parenthood.*
13. *A Proposed Plan for an A.A. Degree in Psychology.*
14. *Science.*
15. *The Social Sciences and the Spanish Speaking.*
16. *Topics in Biology.*
17. *Vocational Technical.*
18. *Vocational and Technical Education.*

Available from project: The project is planning to compile the papers into a package that will be made available to the public in the future.

This project conducted three week-long workshops to formulate an intercultural bilingual curriculum plan for Chicano ethnic studies in community and junior colleges in the United States. The workshops were conducted in Mexico City, El Paso, Texas, and Tucson, Arizona. Participants in the workshops represented the United States and Mexico and included experts in the fields of anthropology, history, science, and vocational/technical education, experts in legislation concerning community and junior colleges, school finance persons, community college students, teacher union representatives, and persons knowledgeable about bilingual and bicultural education.

Topics discussed at the workshops included local, state, regional, and national priorities and issues in bilingual education; political, social, and economic implications of implementing bilingual education programs at the community and junior college levels; teacher preparation; degree programs; and bicultural curricula in the areas of anthropology, history, science, and vocational/technical education.

A variety of papers grew out of the workshops. The paper entitled *History* discusses the coursework necessary for an Associate of Arts (A.A.) degree in history and contains suggestions for implementing a bilingual program in the history field. The paper also describes the course content for the following courses: Introduction to History, History of the Southwest, and Latin America and Its History.

A number of papers deal with vocational and technical education. *Vocational Technical* contains a general discussion of vocational and technical education at the community college level. *The Non-Traditional Vocational/Technical Model* introduces and describes a nontraditional vocational/technical model for a course of study for Chicano students. *Vocational and Technical Education* contains an outline of the courses that an A.A. degree with emphasis in vocational and technical education would provide.

The paper *Science* discusses several alternative measures that have been developed to increase the flow of minorities into the science and engineering fields, presents a typical two-year curriculum, and contains guidelines to help community colleges develop a community college bilingual science program.

The remaining papers present brief outlines or descriptions of community college courses.

43. ETHNIC HERITAGE STUDIES PROGRAM WITH AN EMPHASIS ON AFRO-AMERICANS

Frederick Douglass Museum of African Art
316-318 A Street, N.E.
Washington, D.C. 20002

Project Director: Amina Dickerson
Ethnic Group: Black Americans
Subject Area: Art, History, Social Studies
Audience/Grade Level: Student Materials (7-12)
Format: Nonprint
Year Funded: 1974
Amount of Funding: $60,000.00
Materials/Availability:

Tribute to Africa, by Reed and Susan Erskine and Curt Wittig (1974).
Available from project (Attn: Department of Higher Education/Archives): 16mm film accompanied by an information guide, rental: $20 per week/purchase: $65.00.

Activity Box (1974)
This box containing sixty-nine 3" x 5" and fifteen 16" x 20" black-and-white photographs and one color poster is available for preview and/or duplication in the Museum's Department of Higher Education/Archives. The box is not available for purchase.

Series of four slide/cassette presentations. Individual titles as follows:
1. *Religion: Three Systems of Belief.*
2. *Architecture: Shapes of Habitation.*
3. *Nation Building: Nigeria and Zaire.*
4. *Craftsmen: Their Continuing Tradition.*

Available from project (Attn: Department of Higher Education/Archives): each 80-slide presentation: $85.00/complete set of four slide shows: $315.00.

African Heritage: Teacher's Manual (1975).
Not available.

Using photographs by Eliot Elisofon from the museum's archives, this project developed a 16mm film, four slide shows, and a photographic activity box to teach secondary students about the people, culture, and history of Africa. The project materials were developed "in response to the general need for school programs treating the individual cultural elements within America's multiethnic society." High school students in the District of Columbia helped evaluate the curriculum materials at various stages of preparation.

The 16mm film, *Tribute to Africa,* introduces students to West and Central Africa and describes their contemporary and traditional cultures in both urban and rural settings. Each of the four slide shows focuses on a specific aspect of African culture: religion, architecture, nation building (Nigeria and Zaire), and craftsmen.* The photographic "activity box" contains sixty-nine 3" x 5" and fifteen 16" x 20" black-and-white photographs and one color poster intended to make students aware of the complexity and diversity of African peoples.

Students are expected to view and discuss the film and slide shows and analyze the photographs. Other activities, suggested in the *Teacher's Manual,* involve students in doing research, writing skits, and making crafts. The *Teacher's Manual* also contains background readings for the teacher on the history and culture of Africa, scripts to the slide shows, and a list of other museum resources.

44. THE ARAB-AMERICAN ETHNIC HERITAGE FILM PROJECT

Middle East Educational Trust, Inc.
P.O. Box 57254
West End Station
Washington, D.C. 20037

Project Director: Joseph Malone
Ethnic Group: Arab Americans
Subject Area: Social Studies/Social Sciences
Audience/Grade Level: Adult/Community Education
Student Materials (9-14)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $38,000.00
Materials/Availability:

Journey to the West (undated).
Available from project:
1. 16mm film, color, 29 minutes, in English: $350.00/in Arabic: $800.00.
2. Video cassette, ¾" format, in English: $100.00.
3. Prints may be borrowed for noncommercial one-time screening, $35.00 plus shipping and handling both ways.

Syllabus to accompany *Journey to the West* (in preparation).
The syllabus will be available from the project when completed.

This project developed a documentary film entitled *Journey to the West,*** which treats the rich heritage of the Arab American culture. The story of immigrants to the United States from Arab countries, how they adapted to their new home, and what some of them have accomplished are examined. The film was a finalist in the American Film Festival held in New York in June, 1979. Designed primarily for use in high schools and junior colleges, the film can also be used with adult and community groups. The project is also preparing a syllabus to accompany the film.

45. DISSEMINATION OF CRITICALLY SELECTED ETHNIC HERITAGE CURRICULUM MATERIALS

National Center for Urban Ethnic Affairs
1521 16th Street, N.W.
Washington, D.C. 20036

Project Director: Edward Plocha
Ethnic Group: Multiethnic
Subject Area: All Areas, Social Sciences
Audience/Grade Level: Adult/Community Education
Student Materials (14-16)
Teacher Education (K-16)
Teacher Resources (K-16)
Format: Print
Year Funded: 1975
Amount of Funding: $49,000.00
Materials/Availability:

Bibliography of Ethnic Heritage Studies Program Materials, by Greta Kotter, Violetta Kuncaitis, and Elinor Hart (1976).
Available from (1) project: paperbound, 38 pp, free.
(2) ERIC: ED 148 983, 41 pp, microfiche: $0.83/paper copy: $3.32, plus postage.

The Neglected Dimension: Ethnicity in American Life, by Philip Rosen (forthcoming, March 1980).
Available from University of Notre Dame Press (Notre Dame, Indiana 46556): hardbound: $12.95/paperbound: $6.95.

This project undertook and completed several activities. An ethnic studies resource center was developed, an issue of *Momentum* magazine was prepared, workshops were conducted, and two publications were written.

One of the first project activities was to collect ethnic studies curriculum materials, scholarly papers, periodicals, and references for an ethnic studies resource center. This resource center collection is now available to teachers, administrators, curriculum specialists, community organizations, and others interested in implementing ethnic studies in the curriculum.

In the early months of the project, staff also worked closely with the National Catholic Education Association to prepare an issue of *Momentum* (Volume IV, Number 3, October 1975) magazine on "Meeting the Challenge of Multicultural Pluralism." Development of the issue included discussions with several prominent persons in the field of ethnic studies and focus on

*The Museum is planning to revise the slide shows.

**The film was not available for preview. All information in the analysis was obtained from a descriptive brochure provided by the project.

public and Catholic school ethnic studies programs in operation. The issue includes sections on theory, viewpoints of different ethnic groups, and descriptions of ethnic studies program.

Throughout the year project staff also participated in and co-sponsored several education workshops in various parts of the country. The purposes of the workshops were (1) to make educational organizations aware of the educational needs of the United States' ethnically, racially, and culturally diverse society; (2) to discuss practical approaches for incorporating ethnic studies into the already existing curricula; and (3) to exchange information about what efforts were being made and what gaps were perceived by various groups.

The project also developed two publications. *The Bibliography of Ethnic Heritage Studies Program Materials* lists and briefly describes materials developed by projects which received Federal Ethnic Heritage Studies Program grants for the fiscal years of 1974-75 and 1975-76. The second publication, entitled *The Neglected Dimension: Ethnicity in American Life,** is a text intended for use by college students. The text is comprised of four sections titled "Ethnicity and Our Identity," "Ethnicity as Expressed in Neighborhoods," "Ethnicity as Expressed in Organizational Life," and "Ethnicity as Expressed in Political Behavior."

46. ETHNIC STUDIES CURRICULUM GUIDELINES

National Council for the Social Studies
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Project Director:	Brian J. Larkin
Ethnic Group:	Multiethnic
Subject Area:	Social Studies
Audience/Grade Level:	Teacher Resources (K-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$44,000.00

Materials/Availability:

Curriculum Guidelines for Multiethnic Education: Position Statement, by the NCSS Task Force on Ethnic Studies Curriculum Guidelines (1976).
Available from (1) project: paperbound, 48 pp, $2.50.
(2) ERIC: ED 130 931, 47 pp, microfiche: $0.83/paper copy: $3.32, plus postage.

The National Council for the Social Studies (NCSS) developed these guidelines for multiethnic education to help schools design and implement ethnic studies programs and integrate their curricula with ethnic content. The project also trained teachers at NCSS national and regional conferences to use the guidelines to improve instruction related to ethnicity in their schools.

The guidelines are divided into three sections. Part I – "A Rationale for Ethnic Pluralism" – discusses the characteristics of an ethnic group and examines the principles of ethnic pluralism. The role of the school in an ethnically pluralistic society is also discussed and goals for school reform based on the rationale are presented. The second section – "Curriculum Guidelines for Multiethnic Education" – describes the ideal characteristics of a school environment and curricula consistent with ethnic pluralism as described in the rationale. The third and final section contains the "Multiethnic Education Program Evaluation Checklist." The checklist is intended to help educators assess their school environments to determine the extent to which they reflect the idealized school described in the guidelines.

47. THE NEA/NJEA MULTI-ETHNIC/RACIAL CURRICULUM DEVELOPMENT PROGRAM

Joint project of:
National Education Association
Civil and Human Rights
1201 16th Street, N.W.
Washington, D.C. 20036
and
New Jersey Education Association
Instruction Division
Trenton, New Jersey 08608

Project Director:	Murray S. Shereshewsky
Ethnic Group:	American Indians, Black Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Polish Americans, Puerto Rican Americans
Subject Area:	Social Studies
Audience/Grade Level:	Teacher Education (7-9) Teacher Resources (7-9)
Format:	Print
Year Funded:	1974
Amount of Funding:	$90,000.00

Materials/Availability:

Roots of America: A Multicultural Curriculum Resource Guide for 7th, 8th and 9th Grade Social Studies Teachers (1975).
Available from (1) project: paperbound, 189 pp, $4.50.
(2) ERIC: ED 155 639, 174 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

This project undertook and accomplished a variety of activities specified in the objectives outlined in its proposal. The most demanding of these was development of the teacher resource guide entitled *Roots of America,* which consists of a series of resource units. The guide was developed by ethnic task forces composed of educators, students, parents, and representatives of ethnic organizations.

Following a brief discussion of the importance of including an ethnic perspective in the K-12 curriculum and a section which indicates how the book should be used, *Roots* provides eight "American ethnic experiences." The first "experience" is based upon a unique bicultural model. The content focus is upon the Native American; because no one Native American group is representative of all groups, it is suggested that teachers consult with nearby Native Americans to get appropriate information for filling in the model. The first two components are considered crucial. Other components might be deleted if time is short. The components are: (1) geographic location of the Native American group prior to European contact, (2) cultural origins, (3) political structures of the group, (4) social structure of the group, (5) economic aspects of the group, (6) initial European contact, (7) initial cultural exchanges, (8) contemporary description of each of the preceding concepts, (9) legal interactions between the group and the U.S. government, and (10) present-day status of the group.

The other seven units, which deal with the experiences of Mexican Americans, Black Americans, Jewish Americans, Italian Americans, Polish Americans, Japanese Americans, and Puerto Rican Americans, each open with a brief introductory narrative. All are organized into inquiry topics that are correlated with recommended learning concepts. Inquiry topics differ from unit to unit depending upon the experiences of the group; however, some topics – such as discrimination – are included in all units, enabling teachers to take a thematic approach to the subject of ethnicity.

Other activities in which the project was involved included using community organizations in the field testing of the guide; training teachers in the use of the guide; disseminating the guide to 50 state education associations and state departments of education, 500 urban teaching associations, and 600 school districts in New Jersey; disseminating the overview of the program; and disseminating synopses of all Title IX ESEA Ethnic Heritage Programs funded by May 1, 1975.

48. TASK FORCE ON ASSESSMENT OF ETHNIC HERITAGE STUDIES PROGRAM

National Education Association
Civil and Human Rights
1201 16th Street, N.W.
Washington, D.C. 20036

*Because the book was still in preparation at the time of this writing, it was not available for analysis. Descriptive information included in the analysis was provided by the project.

Project Director: Samuel Ethridge
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: Anyone interested in ethnic studies
Format: Print
Year Funded: 1975
Amount of Funding: $50,000.00
Materials/Availability:

Ethnic Heritage Studies Program: Assessment of the First Year (1977).

Available from (1) project: paperbound, 83 pp, $6.00.
(2) ERIC: ED 142 501, 99 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

This project assessed the 1974 Ethnic Heritage Studies Program. Information was obtained from the Office of Education's Ethnic Heritage Studies Branch and from individual projects through review of project files and materials as well as through correspondence, telephone consultation, and conferences.

The report begins with a discussion of why and how the Federal Ethnic Heritage Studies Program was created. An overview of the 1974 Ethnic Heritage Studies Program and recommendations for the future development of the program are provided. Summaries of the individual projects comprise about half of the publication. Information provided in each summary includes grant recipient, amount of grant, ethnic focus, curriculum materials development, dissemination, training, ethnic involvement, uses of outcomes and impact, and field testing. The report concludes with a bibliography of curriculum materials developed by the first year project. For each piece of curricula the bibliography indicates audience, form, audiovisual component, ethnic focus, subject areas, content, learning objectives, and instructional approach.

Florida

49. CUBAN-AMERICAN ETHNIC HERITAGE PROGRAM

Community Action and Research, Inc.
3737 Southwest Eighth Street
Miami, Florida 33134

Project Director: Octavio Pino
Ethnic Group: Cuban Americans
Subject Area: Bilingual Education (Spanish), Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (7-12)
Format: Nonprint
Year Funded: 1976
Amount of Funding: $38,000.00
Materials/Availability:

Series of video cassettes (UHST-120), available in Spanish and/or English. Individual titles as follows:

1. *Changing Cuban Family.*
2. *Cuban-American Youth.*
3. *Highlights of Cuban Literature.*
4. *Miami's Self-Contained Cuban Community.*
5. *Santeria.*

The video cassettes are accompanied by the following guide: *Teacher's Guide for Cuban-American Ethnic Heritage,* by Manuel G. Mendoza (undated). Paper-clipped, 12 pp.

For availability information, contact the project.

This project developed ten video cassettes dealing with the heritage and immigrant experiences of Cuban Americans. Five programs are presented on the cassettes; each program is presented once in Spanish and once in English. A teacher's guide in English accompanies the cassettes. According to the project's final report, the consensus of those who have viewed the tapes is that the content is good, but the production quality is poor.

One video examines the Santeria religion, which combines Catholicism with the religious beliefs brought to Cuba by the African slaves. Two experts are interviewed about the nature of the gods, the magical powers attributed to plants, the role of the drums, the importance of the shells, beads and coconuts, initiation rites, and animal sacrifices. Miami's Cuban community is the topic of one video cassette. The re-creation in Miami of many of the social, economic, and cultural institutions that existed in pre-1959 Cuba is described. A third topic discussed is Cuban American youth. A panel discussion explores the cultural cross-pressures which cause many Cuban American youths to suffer identity crises. The changing Cuban family is the theme of another program. Cuban and American families are compared on three dimensions: inclusion, control, and affection. The fifth topic treated is Cuban literature. This program deals with the importance of major Cuban writers in Latin America as well as in Cuban literature. Scholars are interviewed regarding the impact of Cuban writers on Cuban culture.

Students are expected to view the video cassettes, listen to lectures, and participate in classroom discussions. Activities involve students in taking field trips, interviewing ethnic persons, researching their ethnic heritage, conducting surveys, and role playing. For each program, the teacher's guide includes a synopsis, objectives, lecture and discussion topics, activities, audiovisual materials, and suggested readings. The fact that titles only are given in the lists of audiovisual materials will make it difficult for teachers to locate the materials for use. Complete bibliographic citations are provided for the suggested readings.

50. A PROJECT IN MULTI-CULTURAL LEARNING: GREEK AMERICAN CONTRIBUTIONS TO THE AMERICAN SOCIETY

Florida State University
Science and Human Affairs Division
302 Education Building
Tallahassee, Florida 32306

Project Director: Byron G. Massialas
Ethnic Group: Greek Americans
Subject Area: Humanities, Music, U.S. History, World History
Audience/Grade Level: Student Materials (7-12)
Teacher Resources (7-12)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $40,000.00
Materials/Availability:

A Project in Multicultural Learning: Greek-American Contributions to American Society, by Byron G. Massialas (1975). Not available.

The project also developed cassette tapes on Greek music and politics, a videotape of Greek dances, and slides dealing with pressure groups. None of the media are available for purchase or dissemination.

This project developed a curriculum guide and media to help secondary teachers teach about Greek American contributions to American society. The project's primary goal was "to provide information about Greek Americans for children and youth which would enable them to make their own interpretations concerning the accomplishments, problems and life styles of this ethnic group in making the transition from the old world to the new."

The curriculum guide contains 16 units of study, each treating a particular topic: (1) patterns of European migration to the United States, (2) migration from Greece, (3) Greeks go to the United States, (4) initial Greek contact in the United States, (5) new immigrants in the city and residential relocation of immigrants, (6) Greek employment, (7) social institutions--social club activities, (8) ethnic organizations, (9) social institutions--the coffeehouse, (10) Greek musical instruments, (11) Greek folk songs, (12) Greek dances, (13) Greek American newspapers, (14) Greek American participation in U.S. politics, (15) ethnic pressure groups in the political system, and (16) political leaders.

Each unit includes two sections--one for students and one for teachers. The student section includes "Springboards" such as journal articles, poetry, and excerpts from books and newspapers for reading and discussion and ideas for activities such as role playing, learning Greek dances, and music appreciation.

In a few of the "Springboard" activities, students are asked to use media developed by the project--cassette tapes on Greek music and politics, a videotape of Greek dances, and slides

dealing with pressure groups. Because these media are not available for purchase, teachers using the guide will have to find substitute media or skip over these activities. These items are used in a very small number of activities, however, and their not being accessible will not detract from the guide's usefulness.

Materials included in the teacher section of each unit are goals, objectives, hypotheses, background information, procedures, materials and equipment, and copies of all student materials.

Georgia

51. STAFF DEVELOPMENT AND RESOURCES FOR ETHNIC HERITAGE STUDIES

Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Georgia 30303

Project Director: Sidney Estes
Ethnic Group: Asian Americans, Black Americans, Cuban Americans, Greek Americans (Georgia, Atlanta)
Subject Area: Social Studies
Audience/Grade Level: Teacher Education (6-8)
Format: Print
Year Funded: 1975
Amount of Funding: $37,000.00
Materials/Availability:

Afro-American Ethnic Studies: Resource Material, by Valeria B. Henson (1975-76). Paperbound, 134 pp.
Available from ERIC: UD 174 705.

Afro-Americans: Staff Development Module, by Valeria B. Henson (1975-76). Paperbound, 29 pp.
Available from ERIC: UD 174 704.

Asian-Americans, Chinese-Americans, Japanese-Americans, Korean-Americans: Resource Material, by Keiko Panter (1975-76). Paperbound, 79 pp.
Available from ERIC: UD 173 513.

Asian-Americans, Chinese-Americans, Japanese-Americans, Korean Americans: Staff Development Module, by Keiko Panter (1975-76). Paperbound, 37 pp.
Available from ERIC: UD 173 510.

Cuba: The Pearl of the Antilles: Resource Material, by Margaret Bolet (1975-76). Paperbound, 34 pp.
Available from ERIC: UD 174 703.

Cuba: The Pearl of the Antilles: Staff Development Module, by Lucy Lereah (1975-76). Paperbound, 6 pp.
Available from ERIC: UD 174 702.

Greeks in America: Resource Material, by Demetrius Mazacoufa (1975-76). Paperbound, 71 pp.
Available from ERIC: UD 173 512.

Greeks in America: Staff Development Module, by Lucy Lereah (1975-76). Paperbound, 23 pp.
Available from ERIC: UD 173 511.

A limited number of the above materials are also available from the project at a cost of $0.50 per set or $1.00 for the four sets (to cover postage and handling).

This project developed teacher training materials and compiled lists of and purchased resources for students in grades 4-6 dealing with four ethnic groups: Black Americans, Asian Americans, Greek Americans, and Cuban Americans. Five days of inservice workshops for 7th-grade classroom teachers were conducted. The 16 teachers learned about the background and culture of the four ethnic groups, took field trips, previewed and evaluated student resources, planned lessons for classroom use, and field tested the lessons in their regular classes. Project evaluations indicate that as a result of the inservice activities teachers developed more positive attitudes toward ethnic groups in general. The knowledge level of students who were involved in the field test was increased.

Materials developed by the project provided the basic content of the inservice workshops. These materials include a staff development module and a resource material booklet for each of the four ethnic groups.

Each resource material booklet contains background readings and information for teachers on the particular ethnic group. For example, the *Asian Americans Resource Material* booklet contains brief chronological histories and geographic and historical overviews of the Chinese Americans, Japanese Americans, and Korean Americans. Background information on the cultural heritage of each of these groups is included. Social norms, verbal and nonverbal communication, music, literature, and art are covered.

The staff development module booklets contain lessons and activities which can be used with teachers during inservice workshops. These same activities can be adapted for use with students. The lessons and activities are many and varied; they include reading and discussing the background information provided in the resource materials booklet, role playing, rewriting folk tales in a modern context, making maps, taking field trips, constructing time lines, and viewing and discussing media. The staff development module booklets also cite student print and nonprint materials dealing with the particular ethnic group.

52. TRAINING OF LIBRARY SPECIALISTS IN MULTI-ETHNIC HERITAGE PROGRAM

Atlanta University
School of Library Services
233 Chestnut Street, S.W.
Atlanta, Georgia 30314

Project Director: Virginia L. Jones
Ethnic Group: Multiethnic; American Indians, Asian Americans, Black Americans, Puerto Rican Americans
Subject Area: All Areas, Library Science
Audience/Grade Level: School Librarians and Media Specialists (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $25,213.00
Materials/Availability:

Training Library Specialists in Multi-Ethnic Heritage Programs, edited by Joyce White Mills (1978).
Available from project (Attn: School Library and Information Studies): paperbound, 30 pp, $0.50 postage.

The Training of Library Specialists in Multi-Ethnic Heritage Program was designed: "(1) to expose librarians, teachers, and parents to a vast array of ethnic materials for children and young adults; (2) to train librarians and teachers in effectively using ethnic materials in curriculum design; (3) to help parents to understand the importance of ethnic materials in the educational social development of their children; and (4) to develop a beginning collection of print and nonprint materials for use by students, researchers, and parents. In order to achieve these objectives, the project has started building a special collection of print and nonprint ethnic materials."

Two courses have also been developed and offered by the School of Library Services. One is a survey course on the history of children's literature in the Western world and the best literature for use with children. A second course, Ethnic Materials for Children and Young People, provides students with opportunities to examine ethnic materials. In addition, students interview representatives of ethnic groups to find out their perceptions about what literature should represent to children within their ethnic group. A three-volume bibliography (written in 1975, 1976, and 1977), which was not developed with Title IX money, was used extensively in both courses. This resource, entitled *The Black World in Literature for Children*, is available from the project.

A three-day conference, workshop, and media festival was also conducted by the project. "Participants engaged in a dialogue regarding the availability/non-availability of good materials with positive images identifying stereotypes and negative qualities in media."

53. MULTI-ETHNIC SOUTHERN AGRARIAN HERITAGE—A MODEL ORAL HISTORY CURRICULUM UNIT

Metropolitan Cooperative Educational Service Agency
2260 Adams Drive, N.W.
Atlanta, Georgia 30318

Project Director: Gerald Hodges
Ethnic Group: Black and White Southern agrarians
Subject Area: Career Education, Language Arts, Social Studies
Audience/Grade Level: Student Materials (9-12)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $39,000.00
Materials/Availability:

Southern Agrarian Heritage Learning Package (1977). This kit contains the following materials:

1. *Ethnic Heritage: Information Notebook*, by Roberta Powell and Charlene Walker (1977).
   Available from project: spiralbound, 149 pp, free.
2. *Ethnic Heritage: Supplemental Readings* (1977).
   Available from project: spiralbound, 111 pp, free.
3. *Teacher's Manual* (1977).
   Available from project: spiralbound, 27 pp, free.
4. *Student Activities Kit* (1977). Consists of deck of 21 cards and "Yellow Pages of Ethnic Heritage Resources" by Willard Crouthamel.
   Not available.

This project has developed a variety of learning materials that focus on the experiences and contributions of Black and White rural agrarians in the Deep South to the history of the region and the nation, from the time of slavery to the present. It places Southern agrarian culture and ethnic history in an educational setting that values cultural pluralism. The approach is primarily one of searching for roots through utilization of primary sources. The learning package provides students with activities which will promote self-development while at the same time leading them to discover the wealth of information to be obtained from local and community contacts.

The *Information Notebook* contains source readings on eight topics: slavery, reconstruction, sharecropping and tenancy, everyday life, moving, Southern tenant farmers union, New Deal, and technology. The readings are illustrated with drawings and photographs.

Supplemental Readings (referred to in the final report as *Supplemental Topics Notebook)* presents additional readings of a contemporary nature dealing with farm tenancy, New Deal Recovery programs, cotton economy, and the Depression. Eight pages of photographs are included.

The *Teacher's Manual* explains the rationale for the entire curriculum package. Specific teaching strategies are detailed in a step-by-step fashion. The strategies revolve around three modes of instruction. The first involves teacher-directed, large-group, in-class activities. The second gives opportunity for greater self-direction; it provides several out-of-class activities and includes an equal number of large-group and small-group activities. The third mode involves much out-of-class activity on an individual or small-group basis; the teacher's role is reduced to that of consultant or facilitator. Self-study projects occupy most of the time used. Length of time required for the modes varies: for the first, two months or less; for the second, three to five months; for the third, six to ten months.

The Student Activities Kit has two components: a deck of 21 color-coded cards and the "Yellow Pages of Ethnic Heritage Resources." The cards deal with five competencies--interviewing, researching, simulating, conducting personal projects, and exchanging information. Each card explains the specific skills needed to accomplish the goal indicated. These skills are also critical to career development and successful living. The "Yellow Pages" is a student resource suggesting techniques useful for self-study, ways to explore one's roots, how to learn about one's community, and how a local telephone book can be a resource in locating information about ethnic heritage. Its usefulness is not limited to any particular locality.

Hawaii

54. INTERCULTURAL TRAINING WORKSHOP

Institute of Behavioral Sciences
250 Ward Avenue, Suite 226
Honolulu; Hawaii 96814

Project Director: Kenneth O. Sanborn
Ethnic Group: Multiethnic; Filipino Americans, Hawaiian Americans, Japanese Americans, White Americans
Subject Area: Human Relations
Audience/Grade Level: Teacher Education (K-16)
Format: Print:
Year Funded: 1975
Amount of Funding: $30,000.00
Materials/Availability:

Same But Different: An Intercultural Training Workshop Manual, by Judith Ching et al. (1976).
Available from (1) project: paperbound, 190 pp, $15.00.
(2) ERIC: ED 146 241, 222 pp, microfiche: $0.83/paper copy: $13.82, plus postage.

This project has developed an experiential workshop model designed to increase the self-awareness and sensitivity of participants. The developers believe that only those persons who are "aware of themselves" can interact interculturally. Specific objectives of an Intercultural Training (ICT) workshop are: "(1) to increase the participant's objective and subjective knowledge of the values of different cultural groups within the context of each culture as well as in terms of cross-cultural similarities and differences, (2) to allow the participant to experience a realization of the connection between knowledge of intercultural behavior as presented in the workshops and experiences they have had with other ethnic groups in the past, (3) to increase the participant's ability to handle new stimuli in a context of openness and consideration of alternative points of view, (4) to involve the participants in a microcosm of a multiethnic community both in terms of the training groups (whose composition is intentionally multiethnic) and of the intensity of the experience, and (5) to enable participants to discover what their cultural 'blind spots' are, i.e., their modes of behavior, perception, and attitudes of which they may not be aware because of early experiences in a family and community where these modes and attitudes were taken for granted and assumed to be 'the only way'."

Although mini-workshop presentations ranging from one to eight hours were developed, the basic design encompasses 40 hours of activities. The design is explained in *Same But Different*, which also includes staffing patterns, a review of the literature, workshop mechanics, evaluation procedures, bibliographies, and activities.

Much that is presented in the manual could be adapted for use with ethnic groups other than those discussed--Caucasians, Filipino Americans, Hawaiian Americans, and Japanese Americans. Information about staffing, workshop mechanics, evaluation, and activities transcends particular ethnic groups.

Some readers may be concerned that Caucasians are treated throughout the materials as an ethnic group. Although Caucasians are composed of many ethnic groups (such as Italian Americans, Jewish Americans, and Polish Americans), the material is intended to provide a way to improve intercultural interaction and not to teach about Caucasians, Filipinos, Hawaiians, or Japanese *per se*. The model and process can therefore still be used.

55. HERITAGE OF A PLANTATION COMMUNITY

Leeward Community College
University of Hawaii
96-045 Ala Ike Street
Pearl City, Hawaii 96782

Project Director: George Warfel, Jr.
Ethnic Group: Multiethnic; Chinese Americans, Filipino Americans, Hawaiian Americans, Japanese Americans (Hawaii)
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (13-16)
Format: Nonprint
Year Funded: 1976
Amount of Funding: $40,000.00
Materials/Availability:

Chinese Americans videotape series. Individual titles as follows:

1. *Acupuncture*, 25 minutes.

2. *Chinese Memorial*, 12 minutes.
3. *Chinese New Year 1977*, 12 minutes.
4. *Douglas Chong: Reflections on the Chinese in Old Waipahu*. 40 minutes.
5. *Herbalist*, 25 minutes.
6. *An Interview with Kim You (Johnson) Pang Remembering Old Waipahu*, 40 minutes.
7. *Marjorie and Joe Pang Talk of Old Waipahu*, 30 minutes.
8. *Timothy Wong Talks of Old Waipahu*, 30 minutes.

Filipino Americans videotape series. Individual titles as follows:
1. *Cresenia Lopez Describes the Upside Down Stomach*, 15 minutes.
2. *Hawaiian Cock-Fighting*, 30 minutes.
3. *An Interview with Turburcio Machitar*, 30 minutes.
4. *Pete Tagalog and the Ota Camp Struggle, Parts One and Two*, 30 minutes each.
5. *Pete Tagalog Remembers Plantation Life*, 30 minutes.

Hawaiian Americans videotape series. Individual titles as follows:
1. *George Richardson Remembers Days in Old Waipahu*, 30 minutes.
2. *Hawaiian Protest* (Waihole-Waikane), 30 minutes.
3. *Hawaiian Sea Food Limu*, 15 minutes.
4. *Ilima Lei Making*, 10 minutes.
5. *Luau Hawaiian Style*, 30 minutes.
6. *Mele Waihole-Waikane*, 30 minutes.
7. *Mrs. Stibbard Remembers Days in Old Waipahu*, 30 minutes.

Japanese Americans videotape series. Individual titles as follows:
1. *Harry Kikuchi Remembers the Waipahu Japanese Medicine Man*, 40 minutes.
2. *James Michener's Collection of Ukiyo-E*, 12 minutes.
3. *Johnny Yasui and Mrs. Yasui Recall Old Waipahu and His Career as a Professional Boxer*, 30 minutes.
4. *Kabuki Theatre: Urashima*, 15 minutes.
5. *Making Mochi*, 10 minutes.
6. *Mrs. Takeo Tanji: Waipahu Mid-Wife*, 12 minutes.
7. *Tofu Man of Waipahu*, 15 minutes.

Multiethnic videotape series. Individual titles as follows:
1. *Aerial View of Windward and Leeward Oahu*, 30 minutes.
2. *Aloha Family Reunion*, 29 minutes.
3. *Ancient Chants from Molokai*, 52 minutes.
4. *Bicentennial Hoolaulea 1976*, 56 minutes.
5. *Demonstration Tape of Ethnic Heritage Project*, 30 minutes.
6. *Gary Namba's Music Features Protest Songs of Hawaii in the 70's*, 30 minutes.
7. *Hans L'Orange: Plantation Manager*, 40 minutes.
8. *Interviews at a Family Reunion*, 29 minutes.
9. *Lindsay Interview WCGP*, 25 minutes.
10. *Old Photos of Old Waipahu from Goro Arakawa Collection*, 30 minutes.
11. *Old Photos of Old Waipahu from Hans L'Orange Collection*, 30 minutes.
12. *Waipahu Sugar Industry*, 15 minutes.

Available from project: a copy of any videotape developed by this project can be obtained by providing the project with a blank videotape. This policy is, however, under review. A copying charge may be instituted in the near future.

This project developed 39 videotapes* for use at the college level and with adults of the community. The tapes deal with the oral history and culture of Chinese Americans, Filipino Americans, Hawaiian Americans, and Japanese Americans. Some of the tapes are multiethnic. There is no manual or guide for the teacher.

Many of the videotapes on Chinese Americans deal with family and personal histories *(Douglas Chong: Reflections on the Chinese in Old Waipahu, An Interview with Kim-You (Johnson) Pang Remembering Old Waipahu, Timothy Wong Talks of Old Waipahu,* and *Marjorie and Joe Pang Talk of Old Waipahu)*. The other Chinese American videotapes deal with a variety of topics, including acupuncture *(Acupuncture)*; herbs, how they are used, and where they are obtained *(Herbalist)*; Chinese New Year activities in Honolulu during the Year of the Snake (an assemblage of pictures with no narration entitled *Chinese New Year 1977)*; and an unnarrated visit to a Chinese cemetery *(Chinese Memorial)*.

Two of the Filipino American videotapes deal with personal life histories *(An Interview with Turburcio Machitar* and *Peter Tagalog Remembers Plantation Life)*. Other topics treated on the Filipino American tapes include cock-fighting *(Hawaiian Cock-fighting)*, the struggle of the Filipino community for housing *(Pete Tagalog and the Ota Camp Struggle*, Parts One and Two), and local Filipino-Spanish-Portuguese lore regarding the peculiar phenomenon of the upside-down stomach *(Crescenia Lopes Describes the Upside Down Stomach)*.

The videotapes on Hawaiian Americans deal with a variety of topics: the music of the Waihole-Waikane *(Mele Waihole-Waikane)*, the history of the ilima plant *(Ilima Lei Making)*, three different kinds of seaweed used for eating purposes *(Hawaiian Sea Food Limu)*, the struggle to preserve the Waihole-Waikane Valley for agriculture and to retain the local lifestyle *(Hawaiian Protest Waihole-Waikane)*, and a step-by-step visual presentation of pig and food preparation for a Hawaiian luau *(Luau Hawaiian Style)*. Two of the Hawaiian American tapes deal with family and personal histories *(George Richardson Remembers Days in Old Waipahu* and *Mrs. Stibbard Remembers Days in Old Waipahu)*.

The videotapes on the Japanese Americans also treat a variety of topics. These include how and why the Japanese make mochi *(Making Mochi)*, a visual introduction to the Kabuki Theatre *(Kabuki Theatre)*, an interview with the son of a Japanese medicine man *(Harry Kikuchi Remembers)*, midwifery *(Mrs. Takeo Tanji: Waipahu Mid-Wife)*, how and why Tofu is made *(Tofu Man of Waipahu)*, the life of a professional boxer *(Johnny Yasui and Mrs. Yasui Recall Old Waipahu and His Career as a Professional Boxer)*, and everyday life in 17th-, 18th, and 19-century Japan *(James Michener's Collection of Ukiyo-E)*.

The final group of videotapes developed by this project are multiethnic in nature. Many of these tapes contain interviews of persons from various ethnic backgrounds *(Lindsay Interview WCGP, Demonstration Tape of Ethnic Heritage Project, Hans L'Orange: Plantation Manager, Interviews at a Family Reunion,* and *Aloha Family Reunion)*. Other topics treated on the tapes include: a history of the community of Waipahu *(Bicentennial Hoolaulea 1976)*, a description of the Oahu Sugar Company and its employees' homes *(Waipahu Sugar Industry)*, songs of protest that reflect the ethnic diversity of the islands *(Gary Namba's Music Features Protest Songs of Hawaii in the 70's)*, an aerial view of Hawaii *(Aerial View of Windward and Leeward Oahu)*, an account of the origin of the Hula and its mythological concepts *(Ancient Chants from Molokai)*, and collections of old photographs with no narration *(Old Photos of Old Waipahu From Goro Arkawa Collection* and *Old Photos of Old Waipahu From Hans L'Orange Collection)*.

56. ETHNIC RESOURCES CENTER FOR THE PACIFIC

University of Hawaii
College of Education
Department of Educational Foundations
1776 University Avenue
Honolulu, Hawaii 96821

Project Director:	Melvin Ezer
Ethnic Group:	Black Americans, Chinese Americans, Filipino Americans, Hawaiian Americans, Japanese Americans, Korean Americans, Portuguese Americans, Puerto Rican Americans, Samoan Americans
Subject Area:	Bilingual Education (Chinese and Korean), Language Arts, Music, Social Studies
Audience/Grade Level:	Student Materials (K-12) Teacher Education (K-12)
Format:	Print and Nonprint
Year Funded:	1974
Amount of Funding:	$55,000.00

*Only two of the 39 videotapes developed were available for analysis, *The Herbalist* and *Making Mochi*. All other information was obtained from descriptions provided by the project.

Materials/Availability:

A Legacy of Diversity: Contributions of the Hawaiians, Chinese, Japanese, Puerto Ricans, Koreans, Filipinos, and Samoans in Hawaii (1975).
Available from (1) project: paperbound, 102 pp, $3.50.
(2) ERIC: ED 171 841, 109 pp, microfiche: $0.83/paper copy: $7.82, plus postage.

My Name is Stephen Kekaulike and I Live in Papakolea, by Kathryn K. Bartel (1975).
Available from (1) project: paperbound, 31 pp, $2.50.
(2) ERIC: ED 171 842, 46 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Ah Dai Comes To Hawaii: The Story of a Chinese Immigrant Woman, told by Dai Sen Kam and Beverly Kam Wong to Nancy Foon Young (1975).
Available from: (1) project: paperbound, 40 pp, $2.50.
(2) ERIC: ED 171 838, 27 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

From Madeira to the Sandwich Islands: The Story of a Portuguese Family in Hawaii, by Anna Martins Gouveia as told to Margaret Araujo (1975).
Available from (1) project: paperbound, 32 pp, $2.50.
(2) ERIC: ED 170 444, 34 pp, microfiche: $0.83/paper copy $3.32, plus postage.

Many Faces of Hawaii (1975).
Available from ERIC: ED 170 445, 35 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

A Korean Legend–Hungbu and Nolbu and Korean Songs We Can Sing, by Roberta Chang (1975).
Available from (1) project: paperbound, 20 pp, $3.50.
(2) ERIC: ED 171 840, 35 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

The Black Experience (1975).
This slide show is not available.

Culture Artifact Kits (1975).
These kits are not available.

Series of teacher's guides for culture artifact kits. Individual titles as follows:

1. *Things Korean*, by Roberta Chang (1975).
Available from (1) project: paperbound, 18 pp, free.
(2) ERIC: ED 171 835, 22 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

2. *Things Portuguese*, by Margaret Arujo (1975).
Available from (1) project: paperbound, 22 pp, free.
(2) ERIC: ED 171 837, 26 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

3. *Things Chinese*, by Yip-Wang Law (1975).
Available from (1) project: paperbound, 23 pp, free.
(2) ERIC: ED 171 833, 27 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

4. *Things Hawaiian*, by Lehua Choo (1975).
Available from (1) project: paperbound, 17 pp, free.
(2) ERIC: ED 170 443, 21 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

5. *Things Philippine*, by Belen C. Ongteco (1975).
Available from (1) project: paperbound, 12 pp, free.
(2) ERIC: ED 171 836, 16 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

6. *Things Japanese*, by Jessie Shigeta (1975).
Available from (1) project: paperbound, 14 pp, free.
(2) ERIC: ED 171 834, 18 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Chinese Songs We Can Sing and Chinese Instrumental Music, translated by Yip-Wang Law (1975). Accompanied by two cassettes, *Chinese Songs We Can Sing* and *Chinese Instrumental Music*.
Available from ERIC: ED 171 839, 26 pp, microfiche: $0.83/paper copy: $3.32, plus postage.

The Ethnic Resource Center for the Pacific has produced 14 booklets, a slide show, and artifact kits to portray to the children of the islands the great diversity in their ethnic heritage. The materials use a format that incorporates personal accounts, abundant illustrations, and music appealing to young readers and listeners.

A Legacy of Diversity is a secondary-level text focusing on the major ethnic groups in Hawaii; each chapter was written by a member of the ethnic group depicted.

For elementary children, *My Name Is Stephen Kekaulike* presents the true story of an 11-year-old Hawaiian boy and his family who reside on Hawaiian homestead land in the heart of Honolulu. *Ah Dai Comes to Hawaii*, also written for elementary grades, is in Chinese and English. It tells of the struggles of a Chinese woman who migrated to Hawaii in the 1940s. In *From Madeira to the Sandwich Islands*, a 92-year-old Portuguese immigrant woman explains the circumstances of her arrival in Hawaii and her present lifestyle in Honolulu.

The Many Faces of Hawaii suggests that persons within an ethnic group should not be stereotyped; to this end the booklet contains photographs and captions depicting the variations in age, occupation, physical features, and interests of Hawaiian residents. It is suitable for any grade level.

A Korean Legend introduces songs and aspects of Korean culture to the young child. Written in Korean and English, it tells a story with a moral and includes four Korean songs with scores.

Only one copy of the *Black Experience* slide show exists and cannot be reviewed. The *Culture Artifact Kits* are also unavailable, but the six accompanying teacher's guides contain a listing of the kits' contents and the sources where the components were obtained. For use in elementary classrooms, the guides detail map activities, games, cutouts, recipes, dances, songs, and books relevant to each of the six cultures.

Chinese Songs We Can Sing and Chinese Instrumental Music was developed for use with two cassette recordings of commercial records. Musical scores are based upon Chinese-style musical notations included with the original records. A pronunciation key and translation are provided.

In addition to producing the materials described above, the center provided workshops in eight locations to train teachers in the use of these materials. Secondary objectives were to promote understanding of student ethnic background and to suggest ethnic activities to be used in the classroom. Evaluations indicate that the workshops were very successful.

Idaho

51. MULTICULTURAL ETHNIC STUDIES: AN INSERVICE PROGRAM

Idaho State University
Pocatello, Idaho 83209

Project Director:	Bori Lynn Gilliard
Ethnic Group:	Multiethnic; American Indians, Black Americans, Spanish Americans
Subject Area:	Education, English as a Second Language, History, Literature, Sociology
Audience/Grade Level:	Teacher Resources (1-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$37,000.00

Materials/Availability:

Although this project developed a bibliography on ethnic studies, the title is not known and the bibliography is not available.

This project developed a selected bibliography* on ethnic studies with a multicultural interdisciplinary focus. The bibliog-

*The bibliography developed by this project was not available for analysis. All descriptive information provided here was obtained from the *Bibliography of Ethnic Heritage Studies Program Materials* by Greta Kotler and Violetta Kunczitis (Washington, D.C.: National Center for Urban Ethnic Affairs and the National Education Association, 1976).

raphy is intended to serve as a teacher resource. Approximately 1800 items are included under six divisions: sociology, history, literature and culture, language, English as a second language, and education. Ethnic groups included are Spanish Americans, Black Americans, Native Americans, and multiethnic/multicultural.

Illinois

58. ETHNIC COMMUNITY RESOURCE BANK

Education Resource Center
735 West Sheridan Road
Chicago, Illinois 60657

Project Director:	Dianne Sautter
Ethnic Group:	American Indians, Japanese Americans, Korean Americans, Latin Americans (Illinois, Chicago)
Subject Area:	Humanities, Social Studies
Audience/Grade Level:	Adult/Community Education Teacher Education (K-12)
Format:	Print and Nonprint
Year Funded:	1977
Amount of Funding:	$14,982.00

Materials/Availability:
No materials were developed.

The major purpose of the Ethnic Community Resource Bank was to prepare and make available to a wide audience--teachers, students, parents, and other community residents--information and resource materials dealing with the experiences of American Indians and of Latin, Japanese, and Korean Americans residing in Chicago's Lakeview area. The project also promoted the training of community persons and school personnel.

Among the activities carried out by the project were the collection, evaluation, and categorization of resource materials; conduct of training sessions for teachers focusing on such topics as the presentation and use of ethnic heritage materials and evaluation of materials; and the promotion of interrelationships between ethnic groups.

59. ILLINOIS PROJECT FOR COOPERATIVE ROLES IN MULTI-CULTURAL EDUCATION

Illinois Office of Education
Urban and Ethnic Education Section
188 West Randolph Street
Chicago, Illinois 60601

Project Director:	Rita Dee
Ethnic Group:	Multiethnic
Subject Area:	Language Arts, Social Studies
Audience/Grade Level:	Adult/Community Education Teacher Education (4-8)
Format:	Print
Year Funded:	1976
Amount of Funding:	$39,000.00

Materials/Availability:

Collaboration: Handbook for School/Community Development of Multi-Cultural Education, by Vesta A. H. Daniel (undated).
Available from (1) project: paperbound, 29 pp, free.
(2) ERIC: ED 174 712, 34 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Ten Steps for Shared Roles in Multicultural Curriculum Development (1978).
Available from (1) project: paperbound, 16 pp, free.
(2) ERIC: ED 170 199, 21 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

The Illinois Project sought to develop an effective model for providing training processes for community members and school personnel (Grades 4-8) in ethnic/racial concerns. The program activities aimed to blend ethnic studies and equal education opportunities in two school districts--Markham #144 and Urbana #166--which had desegregation/integration concerns. A series of workshops and training sessions were held to create an ongoing program which united community and school efforts in matters relating to ethnicity and desegregation.

The document *Collaboration: Handbook for School/Community Development of Multicultural Education* describes the model used in unifying the efforts of local schools and communities. The handbook addresses the processes and activities necessary to increase multicultural awareness through schools and through available community resources. The handbook details steps for introducing multicultural education into a school community, beginning with the entry process, selection of leaders, creation of an advisory council, determination of long-range goals, and development of a training model. Suggestions related to obtaining requisite funding are included. The training program is outlined step by step, with course of study components listed. Recruitment activities and staff requirements are specified, as are the responsibilities of coordinators and staff members. How to implement an action plan is described, and evaluation procedures are explained. The document concludes with a list of relevant publications available through the project. *Collaboration* can be a helpful source of learning techniques and strategies for a community wishing to start a program of multicultural education.

Ten Steps for Shared Roles stems from the handbook *Collaboration* and contains guidelines which identify key elements in the process of developing and implementing multicultural materials in a community. The ten steps are: identification of a core planning team, identification of participants, development of structures for communication, development of a communications brochure, development of a training design, recruitment of teams, development of materials, investigation of funding sources, implementation of an action plan, and evaluation of the project.

The project followed these steps in creating seven school/community teams who developed curriculum packages on multicultural issues. The seven packages were tested with their intended audiences and the results obtained indicated enthusiastic acceptance. The curriculum packages can be taught within the context of a regular school curriculum or adapted to meet the needs of alternative learning situations. They have not been formally published, however.

The project also produced four issues of a newsletter, *Voices*, to acquaint residents of the Markham and Urbana communities with the project's efforts, provide ethnic recipes, and suggest films, television programs, and books which would enrich appreciation of the cultural values of others.

60. ILLINOIS/CHICAGO PROJECT FOR INTER-ETHNIC DIMENSIONS IN EDUCATION

Joint project of:
Illinois State Department of Education (IDE)
188 West Randolph Street
Chicago, Illinois 60601
and
University of Illinois at Chicago Circle (UICC)
P.O. Box 4348
Room 3030-ECB
Chicago, Illinois 60680

Project Directors:	Joseph Frattaroli (IDE) and Edward Kolyszko (UICC)
Ethnic Groups:	Black Americans, German Americans, Greek Americans, Italian Americans, Lithuanian Americans, Mexican Americans, Polish Americans, Serbian Americans (with some emphasis on Illinois, Chicago)
Subject Area:	Language Arts, Music, Social Studies
Audience/Grade Level:	Student Materials (K-8) Teacher Education (K-8) Teacher Resources (K-8)
Format:	Print and Nonprint
Year Funded:	1974
Amount of Funding:	$170,000.00

Materials/Availability:

Ethnic Resource Guide: An Annotated Bibliography for Teachers, edited by William Wei and Jane G. Buresh (1975).

Available from ERIC: ED 155 246, 64 pp, microfiche: $0.83/ paper copy: $4.82, plus postage.

Inter-Ethnic Celebration, edited by William Wei (1975).
Available from ERIC: ED 150 238, 106 pp, microfiche: $0.83/ paper copy: $7.82, plus postage.

Inter-Ethnic Music: Rhythm — The Pulse of Humanity, edited by Euana Gangware and Elizabeth Slowiak (1977).
Available from ERIC: ED 150 239, 123 pp, microfiche: $0.83/ paper copy: $7.82, plus postage.

Prejudice and Ethnocentrism, edited by William Wei (1975).
Available from ERIC: ED 150 235, 100 pp, microfiche: $0.83/ paper copy: $6.32, plus postage.

Entry into the United States, edited by Edward V. Kolyszko and David J. O'Neill (1977).
Available from ERIC: ED 156 802, 189 pp, microfiche: $0.83/ paper copy: $12.32, plus postage. Note: Eight pages of the original document were deleted because they contained copyrighted material.

Single copies of the above items are also available at no charge while the supply lasts from the Illinois Office of Education, Attn: Urban and Ethnic Education Section, 188 West Randolph Street, Chicago, Illinois 60601.

Los Mascarones. ¾" video cassette, color, 20 minutes.

Paterno. 16mm film, color, 60 minutes.

Mr. Turner's History Lesson. 16mm film, color, 18 minutes.

Luba's Neighborhood. 16mm film, color, 60 minutes.

The Lawson Boys. 16mm film, color, 60 minutes.

Dankspatzen. ¾" video cassette, color, 30 minutes.

Ethnic Music Curriculum. 2 audio cassettes, 90 minutes each; to accompany *Inter-Ethnic Music.*

Original prints of the above audiovisual materials are at the University of Illinois at Chicago Circle (Office of Instructional Resources Development, Box 4348, Chicago, Illinois 60680). At present, they are not available for distribution.

The Illinois/Chicago Project for Inter-Ethnic Dimensions in Education is a joint project of the Illinois State Department of Education (IDE) and the University of Illinois at Chicago Circle (UICC). Originally these projects submitted separate proposals; they merged at the request of the U.S. Office of Education. The university had as its objectives collection of resources, development of K-8 curriculum materials, and media production related to six ethnic groups: Black, Chicano, German, Italian, Polish, and Serbian Americans. Later in the project, the interest of advisory council members prompted the addition of Greek and Lithuanian Americans to the project focus. The Illinois Department of Education had as its major responsibility teacher training and dissemination of the project materials. The University conducted the project evaluation.

The combined project objectives included community involvement, resource collection, curriculum development, training, evaluation, dissemination, and long-range planning.

Community involvement was achieved through participation of the advisory council and eight resource collection teams. The advisory council provided continued project monitoring. The resource collection teams attended a 12-week workshop and then collected primary and secondary source materials for use in curriculum development.

Curriculum development activities resulted in four completed sets of materials for grades K-8. The units were revised based on feedback from teachers in the training workshops, from advisory council members, and from other project staff members.

Activities for teaching about ethnic holidays are organized by the four seasons in the first set of materials, *Inter-Ethnic Celebration.* In addition to special holidays celebrated by individual ethnic groups (such as Germany's Day of Work Celebration and Greek American Independence Day), activities are presented to show how holidays such as Christmas and Easter are celebrated differently by various ethnic groups. In addition, an introductory unit helps students see that holidays are a universal ethnic experience, and a culminating unit allows students to recognize that holidays can also be personal.

Prejudice and Ethnocentrism is designed to assist teachers in educating elementary students about the nature of prejudice and ethnocentrism and how to deal with them. The organizing concepts are self, similarities and differences, and coping with differences. The five units, which each have five or six lessons, deal with: (1) self in a pluralistic society, (2) people other than self, (3) similarities and differences between people, (4) defining and recognizing prejudice, and (5) dealing with prejudice. Alternative activities are presented in the lessons for lower and upper elementary students.

Inter-Ethnic Music: Rhythm — The Pulse of Humanity contains activities and music to teach elementary children rhythmic concepts through inter-ethnic music examples.

Entry Into the United States is designed for use in grades 7 and 8, but can also be used for grades 9-12. The materials were developed by the IDE staff at the request of the advisory council. The materials examine and compare the processes of change, acculturation, identity, entry, migration, and cultural pluralism as they affected the eight subject ethnic groups during their entry into America. Social history is emphasized, and teachers are encouraged to use the 40-minute lessons sequentially so students will understand the history of migration and entry as well as develop empathy toward the different ethnic groups.

Two ¾" video cassettes, four 16mm films, and audio cassettes to accompany the unit *Inter-Ethnic Music* were produced by UICC. The two video cassettes focus on Mexican and German Americans in Chicago while the films deal with Italian, Black, Ukrainian, and Jewish Americans in Chicago.

Ethnic Resource Guide is a list of organizations which have resources related to ethnic education. Name, address, phone number, and a brief description are given for 73 organizations.

The training component of the project was designed to train educators in the collection and classroom use of original resource materials as well as in the use of appropriate teaching techniques. Three four-day workshops were held for 108 teachers, administrators, and curriculum personnel. Participants then field tested materials and developed plans for integrating ethnic materials in the curriculum. Follow-through sessions allowed for feedback which was used in revising the materials. The IDE was also responsible for dissemination of the completed curriculum units.

61. A CROSS-ETHNIC PUBLISHING, TRAINING AND DISSEMINATION PROJECT

Institute on Pluralism and Group Identity
55 East Jackson Boulevard, Suite 1880
Chicago, Illinois 60604

Project Director:	David G. Roth
Ethnic Group:	Multiethnic; Black Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Polish Americans, Puerto Rican Americans, Ukrainian Americans, Vietnamese Americans
Subject Area:	Social Studies
Audience/Grade Level:	Adult/Community Education Teacher Education (6-12) Teacher Resources (6-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$45,160.00

Materials/Availability:

Ethnoecology: Highlighting the Coping Experiences of Ethnic and Minority Groups, summer institute agenda (1978).
Available from project: paperbound, 7 pp, available for cost of duplication.

Coping--Parts I-XI (1978).
Available from project: paperbound, 65 pp, available for cost of duplication.

A Bundle of Letters: The Immigrants "Ann Landers" (1978).
Available from project: paperbound, 3 pp, available for cost of duplication.

Current Migration Patterns (1978).
Available from project: paperbound, 6 pp, available for cost of duplication.

Ethnic Community Organizing in America (1978).
Available from project: paperbound, 4 pp, available for cost of duplication.

From Vietnam to Oregon: The Hien Family and Their Fellow Immigrants (1978).

Available from project: paperbound, 6 pp, available for cost of duplication.

I've Been Down So Long, I Don't Know Which Way Is Up (1978).
Available from project: paperbound, 2 pp, available for cost of duplication.

Learning About Immigration Through Statistics (1978).
Available from project: paperbound, 8 pp, available for cost of duplication.

The Neighborhood as a Coping Mechanism (1978).
Available from project: paperbound, 5 pp, available for cost of duplication.

The New Immigrants: A Role-Playing Activity (1978).
Available from project: paperbound, 9 pp, available for cost of duplication.

This project's goals included (1) selecting materials from other Title IX projects for publication in a model anthology to be used in a summer institute for educators and in a cross-ethnic comparison of Black Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Polish Americans, Puerto Rican Americans, and Ukrainian Americans; (2) developing a workshop training format for use with school personnel and community groups; and (3) designing a regional information dissemination network to promote interest in ethnic studies among educators in other states.

Materials developed include an agenda from the summer institute and curriculum units and supplementary materials for use in grades 6-12, in teacher and community education classes, or for teacher inservice programs.

Coping--Parts I-XI is an anthology of excerpts from books, newspapers, monographs, and briefs. Each part emphasizes and presents three to six supplementary selections from the eight ethnic groups chosen by the project. The topics addressed are: group migration patterns, family life, role of women, interaction with host, mutual aid, community organizing, economic mobility, political participation, anti-defamation, housing, and education. Excerpts include selections from Sienkiewicz's *After Bread: Portrait of America* (Polish Americans), Houston's *Farewell to Manzanar* (Japanese Americans), Mario Puzo's *Fortunate Pilgrim* (Italian Americans), Thomas' *Down These Mean Streets* (Puerto Rican Americans), Wright's *Native Son* (Black Americans), Ross' *Sidewalks Are Free* (Jewish Americans), and others.

The nine curriculum units provide objectives, suggest resources, and outline procedures for exploring migration patterns and statistics, motivation for immigration to the United States, and various community and personal strategies for coping. The nine units may be used as supplementary material in the present social studies curriculum or integrated as a unit on immigration and immigrants' experiences.

The Hein Family is a unit based on the story of a Vietnamese family who came to Oregon in 1975 sponsored by church groups in Medford. Mr. Hein used his savings to purchase a small apple orchard and farm house which provided well for the family (Le, 19; Phan, 15; Do, 5; and Mrs. Hein). Two months after their arrival, Mr. Hein died of a heart attack. This unit explores the decision making the family must do in terms of their resources and alternatives. Coping strategies of other immigrant and minority groups are also explored.

Why Come to America? examines group migration patterns and economic mobility by examining brief passages about four groups. The unit is designed to show, through class discussion and individual responses, that immigration itself may be a coping strategy.

Current Migration Patterns compares internal migration with immigration through family interviews. Group migration patterns, family life, and economic mobility of immigrants are examined.

Learning About Immigration Through Statistics integrates the role of women as well as group migration patterns, family life, and economic mobility. The unit teaches data manipulation and analysis and provides statistical materials and analysis sheets.

The New Immigrants is a role-play activity examining the crises, experiences, and decisions of new immigrants in their interactions with their host cultures. It explores community organizing, housing patterns, participation in politics, and discriminatory experiences.

Ethnic Community Organizing in America provides small group experiences in researching community resources for immigrants and provisions for mutual aid. The unit is designed to show that community (ethnic) organizations offer ongoing as well as transition support for new immigrants.

The Neighborhood as a Coping Mechanism examines three ethnic neighborhoods--Black, Polish, and Italian--to discover neighborhood supportive mechanisms. This unit also examines housing discrimination.

A Bundle of Letters invites students to serve as advisory respondents to a set of questioning letters from Jewish Americans about their experiences in the United States.

I've Been Down So Long reviews three readings *(A Raisin in the Sun, Down These Mean Streets,* and *Organizing Against Crime)* with varying degrees of hopefulness to illustrate the possibility of economic mobility.

62. ORAL HISTORY ARCHIVES OF CHICAGO POLONIA

Polish American Congress
Community Relations Committee
Loyola University
820 North Michigan Avenue
Chicago, Illinois 60611

Project Director:	Mary Cygan
Ethnic Group:	Polish Americans (Illinois, Chicago)
Subject Area:	Drama, Journalism, Language Arts, Oral History, Social Studies
Audience/Grade Level:	Student Materials (K-12)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:

Passage: Oral Archives of Chicago Polonia (undated).
Available from Oral History Archives of Chicago Polonia (c/o Chicago Historical Society, Clark Street at North Avenue, Chicago, Illinois 60614): booklet, 11 pp, free.

Teacher's Guide for Using Oral History Materials on the Immigrant Experience, by Ronald Zaraza (1977).
Available from project: paperbound, 16 pp, free.

Master Index for the Oral History Archives of Chicago Polonia (1977).
Available from project: paperbound, 8 pp, free.

Oral History Archives of Chicago Polonia: Cassette Topic Tapes (1976-1977). Individual titles as follows:

1. *Life in the Old Country,* 6 tapes.
2. *Reasons for Deciding to Leave,* 3 tapes.
3. *Passage and Arrival,* 9 tapes.
4. *Early Weeks in America,* 3 tapes.
5. *Work,* 9 tapes.
6. *Festivals and Customs,* 6 tapes.
7. *Family Life,* 3 tapes.
8. *Recreation,* 3 tapes.
9. *Religion,* 3 tapes.
10. *Women,* 3 tapes.
11. *Weddings,* 3 tapes.

Available from
(1) Chicago Historical Society (Clark Street at North Avenue, Chicago, Illinois 60614): original collection of tapes, $5.00 per tape.
(2) Loyola University (820 North Michigan Avenue, Chicago, Illinois 60611): duplicate copies of tapes, $5.00 per tape.
(3) Polish Museum of America (984 Milwaukee Avenue, Chicago, Illinois 60622): duplicate copies of tapes, $5.00 per tape.

Memoirs of Poles who emigrated to the United States between 1880 and 1930 and experiences of Polish Americans born in the United States during the same period have been collected and recorded to form an oral history tape collection. All 140 interviews were conducted with residents of the Chicago area. The taped

interviews are autobiographical and are intended to preserve information not generally available in written documents, though all have been transcribed and/or translated.

A demonstration tape consisting of excerpts from a variety of interviews was made available to six Chicago-area elementary and secondary teachers, who subsequently assisted in preparing a teacher's guide. The guide is designed to be used with 11 sets of topic tapes which contain a series of edited selections one to two minutes in length. These materials are intended for use as a supplementary information source. The *Passage* booklet explains the purposes of the project, gives an example of a transcribed tape, and specifies how the interviews could be used in classroom settings. The *Teacher's Guide* contains a sample lesson plan for a unit in U.S. history and directions for using the tapes in social studies, journalism, and drama classes at the secondary level, as well as in primary, intermediate, and junior high classes. An index to the topic tapes is provided.

The *Master Index* contains a matrix which cross references those interviewed with the themes about which they were interviewed. Information about the age, occupation, area of origin, and sex of each interviewee is also given in the index. The themes around which the interviews centered were: the decision to leave the old country; the journey to the United States; experiences during the first months in this country; education; living conditions and neighborhoods; courtship and marriage; family; celebrations, customs, and social life; religion and parish life; and Polish organizations.

63. CHICAGO CONSORTIUM FOR INTER-ETHNIC CURRICULUM DEVELOPMENT

Selfreliance
2351 West Chicago Avenue
Chicago, Illinois 60622

Project Director: Don Warren
Ethnic Group: Greek Americans, Jewish Americans, Lithuanian Americans, Ukrainian Americans
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (5-8)
Teacher Education (K-12)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $45,000.00
Materials/Availability:

Ethnic Heritage in America, Teacher's Manual: Curriculum Materials in Elementary School Social Studies on Greeks, Jews, Lithuanians, and Ukrainians (1976).
Available from ERIC: ED 130979, 40 pp, microfiche: $0.83/paper copy: $3.32, plus postage.

Greeks in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America (1976).
Available from ERIC: ED 130983, 130 pp, microfiche: $0.83/paper copy: $9.32, plus postage.

Greeks in America. Slide/tape program.
Not available.

Greeks in America: Folk Dances. Videotape.
Not available.

Jews in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America (1976).
Available from ERIC: ED 130981, 122 pp, microfiche: $0.83/paper copy: $7.82, plus postage.

Jews in America. Slide/tape program.
Not available.

Jews in America: Folk Dances. Videotape.
Not available.

Lithuanians in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America (1976).
Available from ERIC: ED 130982, 114 pp, microfiche: $0.83/paper copy: $7.82, plus postage.

Lithuanians in America. Slide/tape program.
Not available.

Lithuanians in America: Folk Dances. Videotape.
Not available.

Ukrainians in America: Contributions to America, Relationship to Homeland, Integration into American Life, Retention of Ethnicity in America (1976).
Available from ERIC: ED 130983, 130 pp, microfiche: $0.83/paper copy: $9.32, plus postage.

Ukrainians in America. Slide/tape program.
Not available.

Ukrainians in America: Folk Dances. Videotape.
Not available.

How To Make a Ukrainian Easter Egg. Slide/tape program.
Not available.

This project developed materials for use in grades 5-8 dealing with Greek Americans, Jewish Americans, Lithuanian Americans, and Ukrainian Americans. The project also sponsored various activities, including an ethnic studies course for teachers and parents, school fairs, and a conference. The project developers believe that "the future of ethnic studies in America will depend primarily on the commitment of ethnic groups to their own cultural heritage." With this consideration in mind, they undertook this project, whose main goals were: (1) to develop models for ethnic studies infusion into the social studies curriculum in grades 5-8, (2) to promote ethnic studies through teacher education and parents' involvement, and (3) to explore ways of communication among the ethnic group themselves and between ethnic groups and educational institutions.

Units of study dealing with Greek Americans, Jewish Americans, Lithuanian Americans, and Ukrainian Americans which can be infused into social studies courses in grades 5-8 were developed. The materials were developed around two main themes: the contributions of each ethnic group to America and the relationship of the ethnic group to its homeland. For each unit of study, behavioral objectives are listed and activities and evaluation techniques are provided.

The major teaching strategy is reading followed by classroom discussion. Students are also engaged in such activities as conducting interviews with ethnic persons, putting on puppet shows, writing a family history, and mock preparations to visit their ancestral homeland.

The *Teacher's Manual* which accompanies the units contains descriptive information and background readings to help teachers use the units and provides background information on the project. The project also developed audiovisual aids to accompany the units, but the units can be taught without the audiovisuals. The media developed include four color videotapes on the folk dances of the four ethnic groups, four slide/cassette tape programs dealing with the historical background of the ethnic groups, and a slide/cassette program showing students how to make a Ukrainian Easter egg.

During the fall and winter quarter of 1975, the project offered a special accredited course on Community Policies in Ethnic Education. Twenty-one teachers, parents, and education students participated in the course. Students from schools in the Chicago area were also involved in the project's activities. Two school fairs were held to introduce students to ethnic folk art, dance, and food. In an effort to improve communication among communities and institutions, the project sponsored the Ethnic Schools in Chicago Conference. Topics addressed at the conference included teacher training in ethnic studies, the public school system's support of Saturday schools, resource collection at the public libraries, and future prospects of ethnic studies in American public schools.

64. DRAMA AND THEATER OF BALTIC AMERICAN YOUTH

Southern Illinois University
Carbondale, Illinois 62901

Project Director: Alfred Straumanis
Ethnic Group: Estonian Americans, Latvian Americans, Lithuanian Americans
Subject Area: Drama, Language Arts, Social Studies
Audience/Grade Level: Student Materials (10-16)
Format: Print

Year Funded: 1974
Amount of Funding: $19,000.00
Materials/Availability:
Confrontations with Tyranny: Six Baltic Plays, edited by Alfred Straumanis (1977).
Available from Waveland Press, Inc. (P.O. Box 400, Prospect Heights, Illinois 60070): paperbound, 620 pp, $15.00.

The project's goal was to use Baltic drama to reflect the human condition for immigrants from Estonia, Latvia, and Lithuania and to explain why so many chose to emigrate to the United States, rather than endure tyranny in their homelands. All six plays in the project's volume *Confrontations with Tyranny* deal with tyranny as a universal evil.

*Confrontations with Tyranny** provides an introduction to the role of drama in reflecting human experience and explains that of the six plays included, three were written by Baltic dramatists under Soviet rule and three by playwrights in exile. Surveys of Estonian, Latvian, and Lithuanian drama are each concluded with lists of 19th- and mostly 20th-century plays in each language. The volume also includes a bibliography of sources on the drama of each country in its respective language followed by a list of readings on the general Baltic area, Estonia, Latvia, and Lithuania.

The six plays in the volume are: *Five Posts in a Marketplace* by Algirdas Landsbergis; *The Awakening* by Antanas Skema; *Mad Christopher, Mad* by Martins Ziverts; *The Blue One* by Gunars Priede; *Cinderellagame* by Paul-Eerik Rummo; and *Illuminations* by Enn Vetemaa. Each play is preceded by an introductory analysis followed by suggestions for discussion.

In addition to producing *Confrontations,* the project translated 43 plays which "show what the three Baltic peoples were in their archetypal state," produced a Lithuanian play on their college campus, and taught a semester course in Baltic drama to high school teachers. Their performance report contains a listing of additional Baltic plays in English translation as well as a list of cooperating individuals and Baltic organizations in the United States.

Indiana

65. ETHNIC HERITAGE STUDY PROGRAM

Indiana University Foundation
University at South Bend
P.O. Box F
Bloomington, Indiana 47401

Project Director: Richmond E. Calvin
Ethnic Group: Multiethnic; Black Americans, Hungarian Americans, Italian Americans, Mexican Americans, Polish Americans (Indiana, South Bend)
Subject Area: All Areas, Language Arts, Local History, Music, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (9-12)
Teacher Resources (K-16)
Format: Print
Year Funded: 1974
Amount of Funding: $40,000.00
Materials/Availability:
Bibliography of Multi-Ethnic Materials (1975).
Available from ERIC: ED 174 557, 181 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.
Multi-Ethnic Resource Guide (1975).
Available from ERIC: ED 174 558, 81 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.
The Black Americans of the South Bend-Mishawaka Area, by Johnny Vann (1975).
Available from ERIC: SO 011 904.
The Hungarian-Americans of South Bend, by Darlene Scherer (1975).
Available from ERIC: ED 174 555, 34 pp, microfiche: $0.83/ paper copy: $3.32, plus postage.
The Italian-Americans of the South Bend-Mishawaka Area, by Elizabeth R. Fotia (1975).
Available from ERIC: ED 117 025, 39 pp, microfiche: $0.83/ paper copy: $3.32, plus postage.
The Mexican-Americans of the South Bend-Mishawaka Area, by Elizabeth R. Fotia (1975).
Available from ERIC: ED 117 026, 14 pp, microfiche: $0.83/ paper copy: $1.82, plus postage.
The Polish-American Community in South Bend, by Kathleen Breza and Martha Pieszak (1975).
Available from ERIC: ED 117 027, 27 pp, microfiche: $0.83/ paper copy: $3.32, plus postage.
"Activity Cards: Lower Elementary Level" (1975).
"Activity Cards: Upper Elementary Level" (1975).
Supplement, Multi-Ethnic Activities: Lower Elementary (1975).
Available from ERIC: ED 174 556, 125 pp, microfiche: $0.83/ paper copy: $7.82, plus postage.
Supplement, Multi-Ethnic Activities: Upper Elementary (1975).
The two sets of activity cards (on 8"x5" index cards) and the paperbound supplements (unnumbered pages) are available for preview at the Ethnic Heritage Studies Clearinghouse in Boulder, Colorado.

The purpose of this project was to help students, teachers, and community persons gain an appreciation of the culture and contributions of Black, Hungarian, Italian, Mexican, and Polish Americans. The project developed a *Bibliography of Multi-Ethnic Materials,* a *Multi-Ethnic Resource Guide,* five booklets which deal with specific ethnic groups and their history in Indiana, and multiethnic activities for use at the elementary level.

The *Bibliography of Multi-Ethnic Materials* is an annotated listing of print and nonprint materials for use in elementary and secondary schools and colleges as well as with social, civic, and cultural organizations. The bibliography, which is organized by ethnic groups and includes a multiethnic section, lists bibliographies, biographies, histories, art, drama, fiction, films, filmstrips, records, tapes, games, and transparencies.

The *Multi-Ethnic Resource Guide* lists human, organizational, and materials resources for each ethnic group. The names and telephone numbers of ethnic persons who are willing to visit classes, schools, or special groups are listed. A brief description of the topics that they will speak about is also provided. The guide also lists organizations, churches, restaurants, holidays, and celebrations and cites print and nonprint classroom materials.

The project also developed five paperbound booklets each dealing with one ethnic group and its history in Indiana. For example, *The Hungarian-Americans of South Bend* booklet first discusses the historical background of Hungarian Americans in America. Who emigrated, when, and why are examined. The booklet then goes on to examine the life and culture of the Hungarian American community in South Bend, describing attitudes toward education, folk art, and food.

The multiethnic activities suggested on the activity cards and in the supplementary books are intended for students in the primary and intermediate grades. The activities include making ethnic foods, listening to guest speakers, writing to pen pals, identifying examples of prejudice in newspapers and magazines, interviewing family members, writing a family history, doing library research, and reading and discussing excerpts from books.

66. ROMANIAN-AMERICANS IN LAKE COUNTY, INDIANA: AN ETHNIC CURRICULUM PROJECT

Purdue Research Foundation
Purdue University
West Lafayette, Indiana 47907

Project Director: Peter John Georgeoff
Ethnic Group: Romanian Americans (Indiana, Lake County)
Subject Area: Local History, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (7-16)

*Another newer book of Baltic plays is *The Golden Steed: Seven Baltic Plays,* edited by Alfred Straumanis (Prospect Heights, Illinois: Waveland Press, 1979).

Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $32,000.00
Materials/Availability:

Ethnic Heritage Study Kit: Romanian Americans in Lake County, Indiana: An Ethnic Heritage Curriculum Project (1978). The kit contains the following materials:

1. *Resource Guide: Romanian Americans in Lake County, Indiana: An Ethnic Heritage Curriculum Project,* by Mary Leuca (1978).
   Available from ERIC: ED 175 794, 234 pp, microfiche: $0.83/paper copy: $15.32, plus postage.
2. *Ballads of the Romanian Immigrants* (undated).
   Available from ERIC: ED 175 795, 57 pp, microfiche: $0.83/paper copy: $4.82, plus postage.
3. *Romanian Folk Dancing* (undated).
   Available from ERIC: ED 175 796, 57 pp, microfiche: $0.83/paper copy: $4.82, plus postage.
4. *The Story of Romanian Americans in Pictures.* Filmstrip/cassette with accompanying *Filmstrip Guidebook for Teachers.*
5. *Ballads of the Romanian Immigrants.* Record.
6. *Romanian Folk Dancing.* Videotape.
7. *Romanian Folk Dancing Music.* Cassette/tape.

Inquiries as to the availability of the audiovisual materials should be directed to the Purdue Research Foundation, Copyright Section.

This project had two major goals: to preserve the records of early Romanian American immigrants and to prepare instructional materials based upon these records for use by teachers in the schools. The minutes and records of Romanian churches and organizations in the Lake County area of northwestern Indiana were collected and photocopied; 130 immigrants were interviewed regarding their experience prior to coming to the United States and upon their arrival here; and poems, diaries, letters, and photographs of these immigrants were collected.

From all of these materials, the *Ethnic Heritage Study Kit* for use in history and social studies courses was developed. Primarily intended to teach students in grades 7-12 about the history and culture of Romanian Americans, the materials can also be used with college students and community groups. Although there is emphasis on Romanian Americans in northwestern Indiana, the materials can also be used by educators and community persons interested in general Romanian American history and culture. The kit components include a *Resource Guide,* a filmstrip/cassette program, a record of ballads with an accompanying booklet of musical scores and translations, a videotape of folk dances, and a cassette of folk dance music with a booklet of dance instructions.

The *Resource Guide* contains background readings for students on Romanian American history and culture. Through information from interviews and quotes from speeches, diaries, letters, poetry, and other primary source materials, students learn about the causes of Romanian immigration to America, examine the Romanian immigrant's life in the early days, study the many activities of Romanian American organizations in Lake County, Indiana, and look at the many changes that have occurred in Indiana Romanian American communities.

The readings are supplemented through the use of media. Students view a filmstrip program illustrated primarily with old black-and-white photographs taken in the Lake County area as early as 1900. Classroom discussion questions and the filmstrip script are provided in the *Filmstrip Guidebook for Teachers.* Students listen to a recording of ballads of the Romanian immigrants. The record contains folksongs which were popular in the 1900s in the Lake County area. Accompanying the record is a booklet which contains the musical scores, Romanian lyrics, and English translations of the folksongs. Students are introduced to Romanian folk dances through a videotape entitled *Romanian Folk Dancing.* The booklet *Romanian Folk Dancing* contains dance instructions for the Hora, Invirtita, Hategana, Serba, and Caluserul. Students can practice the dances to the music provided on the cassette tape *Romanian Folk Dancing Music.*

67. A PROTOTYPE OF A MULTI-ETHNIC/CULTURAL CURRICULUM

Burlington Community Schools
429 West Avenue
Burlington, Iowa 52601

Project Director: Larry Meyers
Ethnic Group: Multiethnic
Subject Area: U.S. History
Audience/Grade Level: Student Materials (5)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $39,000.00
Materials/Availability:

Project Manual (undated). Looseleaf, unnumbered pages.
"Databank Supplement." Contains 21 Data Cards, 15 Data Packs, 5 Data Masters, a collection of maps, pamphlets, calendars, and booklets referred to in the *Project Manual,* two trays of slides, and a tape narration for one set of slides.
Available from project: contact Larry Meyers at project address for complete information about the manual and supplement.

This project developed ethnic studies materials to supplement *Inquiring About American History,* the 5th-grade component of the *Holt Databank System* (1972 edition).* Voids regarding ethnic studies in the 5th-grade level of the Holt Databank System were identified by 5th-grade teachers and the project's advisory committee members. To fill the voids, the project staff developed ethnic studies readings, activities, slides, and other materials which can be integrated into Holt's 5th-grade program throughout the year.

The materials are packaged in a format which is compatible with the Databank format. The *Project Manual* serves as a guide for teachers, telling them what to integrate when and how to do it. Some student materials are contained in the manual and can be duplicated for use with students. The manual also contains a bibliography of additional books and audiovisual materials. Other student materials referred to in the manual are included in the "Databank Supplement," which contains readings, maps, charts, recipes, time lines, calendars, booklets, and other information. So that teachers will have enough time to teach these additional units and activities, units 9, 11, and 12 from the basic program have been eliminated.

Students learn about the history, culture, and contributions of American Indians, Black Americans, Jewish Americans, Asian Americans, Croatian Americans, and other ethnic groups. The teaching methods are many and varied. Students read and discuss stories, view slides, listen to records, and do library research. They are actively involved in many activities, including designing and constructing a tepee, preparing pemican, giving a potlach, making an African chief braid, and preparing ethnic foods.

68. GENERAL ETHNIC HERITAGE AND SPECIFIC CZECH HERITAGE CURRICULUM MODEL DEVELOPMENT

Kirkwood Community College
Arts and Science Division
6301 Kirkwood Boulevard, S.W.
Cedar Rapids, Iowa 52406

Project Director: Florence Masters
Ethnic Group: Czech Americans (Iowa, Cedar Rapids)
Subject Area: Foreign Languages (Czech), Language Arts, Social Studies
Audience/Grade Level: Student Materials (7-16)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $25,000.00
Materials/Availability:

Curriculum Building: Ethnic Studies and the Community, by Florence Masters (1975).

*The Holt Databank System is a K-6 social studies program available from Holt, Rinehart and Winston publishers, 383 Madison Avenue, New York, New York 10017. The materials developed can also be used with the 1976 edition of the program.

Available from ERIC: ED 104 146, 27 pp, microfiche: $0.83/ paper copy: $3.32, plus postage.

Culture Tract and *Language Tract*, learning units (undated).
Available from project: complete set of print materials described below, $1.50; nonprint materials available at prices listed.

Culture Tract. Contains the following materials:

1. *Czech Ethnic Heritage Studies: Culture, Instructional Guide.* Paperbound, 37 pp.
2. *Orientation to Ethnic Heritage Studies:*
   a. *Module 1, Culture.* Stapled, 5 pp.
   b. *Module 2, Ethos: Ethnocentrism and Ethnicity.* Stapled, 11 pp.
   c. *Module 3, Culture and Personality.* Stapled, 4 pp.
3. *Orientation to Czech Ethnic Heritage Studies:*
   a. *Module 1, Czech-Americans: An Historical Background.* Stapled, 6 pp.
   b. *Module 2, Czech-Americans: Immigration Patterns.* Stapled, 7 pp.
4. *Czech-Americans and the Universal Cultural Institutions:*
   a. *Economics, Module: Occupations in the New World, Unit 1: The Businessmen and Farmers of Cedar Rapids.* Stapled, 4 pp.
   b. *Education, Module: Communications, Unit 1: The Czech Press in Cedar Rapids.* Stapled, 5 pp.
   c. *Recreation, Module: Poetry, Unit 1: "Silesian Woods",* by Peter Bezruč. Stapled, 6 pp.
   d. *Recreation, Module: Music, Unit 1: Antonín Dvořák.* Stapled, 5 pp.
   e. *Religion, Module: Christmas, Unit 1: Nesem vám noviny – A Bohemian Christmas in Chicago.* Stapled, 9 pp.

Language Tract. Contains the following materials:

1. *Czech Ethnic Heritage Studies: Language, Instructional Guide.* Stapled, 37 pp.
2. *Language, Cluster: Dialogues, Student Guide.* Stapled, 10 pp.
3. *Nedělní Abed Ceske Rodiny (Czech Family Sunday Dinner): A Play In One Act,* by Theodore B. Hlubuček (undated). Stapled, 26 pp.
   Video cassette (16 minutes): $30.10. Audio cassettes of the Czech sound track: $2.50.
4. *Motýlkové.* Student packet containing the Czech fable *Motýlkové,* a guide for learning, and a quiz.
   Audio cassette of text: $2.50
   Audio cassette of quiz, *Motýlkové:* $2.50
5. *Language, Cluster: Dialogues, Module 1: Nedelni Obed.* Stapled, 15 pp.
   Video cassette: $30.10
   Audio cassette: Dialogue 1, Part 1: $2.50
   Dialogue 1, Part 2: $2.50
6. *Language, Cluster: Dialogues, Module 2: Zasnuby.* Stapled, 14 pp.
   Video cassette: $30.10
   Audio cassette: Dialogue 1, Part 1: $2.50
   Dialogue 1, Part 2: $2.50
7. *Language, Cluster: Dialogues, Module 3: Chlapci.* Stapled, 16 pp.
   Video cassette: $30.10
   Audio cassette: Dialogue 1, Part 1: $2.50
   Dialogue 1, Part 2: $2.50
8. *Language, Cluster: Dialogues, Module 4: Pratelska Navsteva.* Stapled, 14 pp.
   Video cassette: $30.10
   Audio cassette: Dialogue 1, Part 1: $2.50
   Dialogue 1, Part 2: $2.50
9. *Language, Cluster: Dialogues, Module 5: Teta.* Stapled, 16 pp.
   Video cassette: $30.10
   Audio cassette: Dialogue 1, Part 1: $2.50
   Dialogue 1, Part 2: $2.50

Total cost of cassettes: Video: $180.60
Audio: $35.00

Postage and handling: Video: $2.50
Audio: $1.30

The videotapes to accompany the Language Learning Units are 5 to 7 minutes each, totaling 30 minutes.

This project developed learning units on the Czechoslovakian American culture as well as learning units, a video cassette, and audio cassettes on the Czech language. The materials are intended to be used at the secondary and college levels and, according to the developers, can be adapted for use at the elementary level. The cultural learning units can be used in any combination and order, with or without the language units. Individualized instruction is used through the entire program. The purpose of the project was "to design a general model that can be used to develop a curriculum in language and culture for any ethnic group. The Czechoslovakian Americans of Cedar Rapids, Iowa, served as the specific model."

The curriculum model and materials consist of four main parts. The first group of units--*Orientation to Ethnic Heritage Studies*--presents students with information to help them understand culture and ethnicity in general. In the second group--*Orientation to Czech Ethnic Heritage Studies*--students learn about the historical heritage and immigrant experience of Czechoslovakian Americans. The third group of units--*Czech-Americans and the Universal Culture*--looks at the Czech heritage, discusses the values preserved in the Czechoslovakian institutions, and areas such as the family, church, business, language, recreation, and government. The fourth unit, *Czech Language,* is intended for students who have no knowledge or a limited knowledge of the Czech language. The central frame of reference for the language learning units is a play/videotape of a drama of everyday activities of a Cedar Rapids Czech family of the 1920s and 1930s.

The teaching strategies used in the individualized culture units are many and varied. Moving at their own pace, students read excerpts from and critique books, view films and filmstrips, listen to and analyze music recordings, prepare bulletin boards, analyze Czech periodicals, take field trips, and conduct interviews. A few activities ask students to meet with other students to discuss readings, do research, and participate in seminars. The language unit consists of five dialogues which correspond to the five scenes of the play. Students are expected to correctly read the dialogue and dialogue recombination sentences; produce sentences or phrases of the dialogue when cued by the preceding line, a question, a slide, picture, or the video cassette; correctly answer questions; and write from dictation.

The materials were pilot tested at Czech Community Schools and at the Czech Summer School.

69. THE BLACK EXPERIENCE IN IOWA

Price Laboratory School
University of Northern Iowa
19th and Campus Streets
Cedar Falls, Iowa 50613

Project Director:	Donald A. Scovel
Ethnic Group:	Black Americans (Iowa)
Subject Area:	Social Studies
Audience/Grade Level:	Student Materials (6-8)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:
Buxocc. Learning game.
"Buxton." Activity.
Outstanding Blacks in Iowa. Card game.
Black Experience in Iowa, Supplement Book (undated).
None of the project materials are available.

This project developed activities to teach students in grades 6-8 about the Black experience in Iowa. The materials can be used in social studies classes. The activities were developed around project-identified monographs and primary source materials dealing with Black history and experience in Iowa. Several of the activities have been compiled in *Black Experience in Iowa, Sup-*

*plement Book.** In one activity, "Blacks and Public Schooling," students read and discuss an excerpt from a letter written by Sarah Parker in 1860. The letter describes a controversy in Grinnell, Iowa, regarding the admission of Black children to the Grinnell Public Schools. Following the classroom discussion, students assume the role of an 1860 Iowa newspaper editor and write an editorial favoring or opposing the admission of Blacks to public schools.

Another activity in the book is the "Ruel Daggs and the Runaway Slaves" activity. In this activity students reenact the trial of Ruel Daggs v. Elihu Frazier et al. before the Federal District Court at Burlington, Iowa, in 1848. The case involves charges brought by a Missouri planter against a Lee County resident who helped his runaway slaves to escape. Other activities include reading and discussing biographies of three Blacks who achieved prominence in Iowa and analyzing census data.

Three project-developed activities were not included in the book. In one of these activities, "Buxton," students learn about the once-flourishing predominantly Black community of Buxton, Iowa. Students are given an incomplete outline map of Bluff Creek Township, Monroe County, Iowa, where Buxton was located. Using information from a description of the town by Mrs. Minnie B. London, a former resident, students must complete the map. A classroom discussion culminates the activity. Another activity is a game entitled *Buxocc* which is designed to make students aware of the various occupations engaged in by Black people of Buxton. The game is played like monopoly. The last activity is a card game dealing with *Outstanding Blacks in Iowa.*

Kansas

70. SIX GENERATIONS OF BLACK FAMILIES IN RURAL KANSAS

Kansas State Historical Society
10th and Jackson Streets
Topeka, Kansas 66612

Project Director: Stephen Steinberg
Ethnic Group: Black Americans (Kansas, Nicodemus)
Subject Area: Oral History
Audience/Grade Level: Adult/Community Education
Student Materials (7-16)
Format: Nonprint
Year Funded: 1977
Amount of Funding: $44,118.00
Materials/Availability:

Nicodemus: An Oral History (undated). ¼" audiotapes containing 20 oral interviews.
A complete set of the audiotapes is in the library and archives of the Minority Resource and Research Center located at Kansas State University, Manhattan, Kansas. The library is open to the public.

A 16mm film is in preparation. No expected publication date is available.

In an effort to record the history of Nicodemus, Kansas, this project conducted and tape recorded interviews of 20 senior citizens. In the interviews, the older adults talk about a wide variety of topics, including their youth, school days, what the weather was like a long time ago, the part that religion played in their lives, work, social life, and their philosophy of life.

The project is also in the process of producing a 16mm film (no working title is available), which documents the Black history of Nicodemus, Kansas.

71. HERITAGE OF THE PLAINS INDIANS

Mid America All Indian Center
650 North Seneca
Wichita, Kansas 67203

Project Director: Frederick Schmid
Ethnic Group: American Indians (Plains)
Subject Area: Art, Humanities, Language Arts, Social Studies
Audience/Grade Level: Student Materials (K-12)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $45,000.00
Materials/Availability:
Seven kits are in preparation by the project.

The intent of this project was to develop seven K-12 kits, each consisting of an instructional manual with behavioral objectives, a 35mm slide program, narrated cassette tape, and artifacts. Each kit was to be divided into seven units. One kit, to be titled *Heritage of the Plains Indians,* was to be a two-part general introduction to the Plains tribes. The other six kits were to examine the history, geography, culture, economy, art, language, drama, and society of the Cheyenne, Kiowa, Sioux, Osage, Crow, and Mandan Indians.

Unfortunately, none of these kits has been completed. Much of the Kiowa and Cheyenne kits are finished, and research has been started on the other kits. The staff of the Mid America All Indian Center hopes to complete the project.

Kentucky

72. LOUISVILLE AREA ETHNIC HERITAGE STUDIES TEACHER TRAINING AND CURRICULUM DEVELOPMENT PROJECT

University of Louisville
School of Education
2301 South Third Street
Louisville, Kentucky 40208

Project Director: Edward Berman and Everett Egginton
Ethnic Group: Multiethnic (Kentucky, Louisville); Black Americans, German Americans, Latin Americans
Subject Area: Art, Educational Television, Home Economics, Language Arts, Local History, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (7-12)
Teacher Resources (7-12)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $39,000.00
Materials/Availability:

Ethnic Heritage Model Units. Individual titles as follows:

1. *Ethnic Heritage Studies: Family History Project, Experimental Unit,* by Lynn Brothers (1976).
   Available from (1) project: paperbound, 30 pp, $0.10 per copy.
   (2) ERIC: ED 173 221, 46 pp, microfiche: $0.83/paper copy: $3.32, plus postage.
2. *Ethnic Heritage Studies: The American Woman, Experimental Unit,* by Beverly Keepers (1976).
   Available from (1) project: paperbound, 17 pp, $0.10 per copy.
   (2) ERIC: ED 173 222, 29 pp, microfiche: $0.83/paper copy: $3.32, plus postage.
3. *Ethnic Heritage Studies: Themes in Black African and Black American Literature, Experimental Unit,* by Fern Halsell (1977).
   Available from (1) project: paperbound, 11 pp, $0.10 per copy.
   (2) ERIC: ED 172 218, 23 pp, microfiche: $0.83/paper copy: $1.82, plus postage.
4. *Ethnic Heritage Studies: The Immigrant Experience: The Long, Long Journey, Experimental Unit,* by Chic Langnehs (1976).
   Available from (1) project: paperbound, no. of pages not available, $0.10 per copy.

*The only material developed by this project which was available for analysis was the *Supplement Book.* All other descriptive information is from the project's final report.

(2) ERIC: ED 173 277, 27 pp, microfiche: $0.83/paper copy: $3.32, plus postage.

5. *Ethnic Heritage Studies: Southern European Foods, Experimental Unit,* by Susan Freepartner (1976).
   Available from (1) project: paperbound, 18 pp, $0.10 per copy.
   (2) ERIC: ED 173 226, 30 pp, microfiche: $0.83/paper copy: $3.32, plus postage.
6. *Ethnic Heritage Studies: Northern European Foods, Experimental Unit,* by Susan Freepartner (1976).
   Available from (1) project: paperbound, 17 pp, $0.10 per copy.
   (2) ERIC: ED 173 225, 29 pp, microfiche: $0.83/paper copy: $3.32, plus postage.
7. *Ethnic Heritage Studies: German-American Profiles and Contributions: Major Figures, Experimental Unit,* by Talbott Allen (1976).
   Available from (1) project: paperbound, 17 pp, $0.10 per copy.
   (2) ERIC: ED 173 223, 29 pp, microfiche: $0.83/paper copy: $3.32, plus postage.
8. *Ethnic Heritage Studies: German-American Profiles and Contributions: Levi Strauss, Experimental Unit,* by Chic Langnehs (1976).
   Available from (1) project: paperbound, 12 pp, $0.10 per copy.
   (2) ERIC: ED 173 224, 24 pp, microfiche: $0.83/paper copy: $1.82, plus postage.
9. *Ethnic Heritage Studies: Arts and Crafts of East Asia Experimental Unit,* by Daisy Yang (1976).
   Available from (1) project: paperbound, 14 pp, $0.10 per copy.
   (2) ERIC: ED 173 217, 26 pp. microfiche: $0.83/paper copy: $3.32, plus postage.
10. *Ethnic Heritage Studies: Cultural Pluralism Experimental Unit,* by Dale Redford (1977).
    Available from: (1) project: paperbound, 25 pp, $0.10 per copy.
    (2) ERIC: ED 173 220, 40 pp, microfiche: $0.83/paper copy: $3.32, plus postage.
11. *Ethnic Heritage Studies: Ethnic Heritage Foods, Experimental Unit,* by Theresia Colbert (1977)
    Available from (1) project: paperbound, 54 pp, $0.10 per copy.
    (2) ERIC: ED 173 216, 70 pp, microfiche: $0.83/paper copy: $4.82, plus postage.

Ethnic Heritage Project: Cultural Fairs (1976-1977).
Available from project: pamphlet, 23 pp, $1.00.

Ethnic Heritage Project General Bibliography (1977).
Available from (1) project (in final report): mimeographed, 47 pp, $5.00.
(2) ERIC: ED 173 215, 49 pp, microfiche: $0.83/paper copy: $3.32, plus postage.

Pre-Test/Post-Test Attitudinal Survey (1977).
Available from (1) project (in interim report): mimeographed, 7 pp, $2.00.
(2) ERIC: ED 173 219, 8 pp, microfiche: $0.83/paper copy: $1.82, plus postage.

Community Resources Index (1977).
Available from project: 3" x 5" cards, free.

Six half-hour television documentaries (1977). Individual titles as follows:
1. *Afro-American Culture.*
2. *Arab, Indian, and Jewish Culture.*
3. *Irish and German Culture.*
4. *Italian, French, Greek, and Ukrainian Culture.*
5. *Kentucky Culture.*
6. *Latin American Culture.*

Available from (1) Southeastern Communication Association (Attn: Robert L. Glazier, P.O. Box 5966, Columbia, South Carolina 29250): will loan the programs or copy them if a ¾" video cassette is provided.
(2) Channel 15 (Attn: Bob Richardson, Producer, P.O. Box 1515, Louisville, Kentucky 40201): series of six: $250.00/individual program: $45.00.

The Louisville project resulted from cooperative efforts of the public schools, Chamber of Commerce, and Center for International Education at the University of Louisville. It produced the following major components: 15 curriculum units for high school students (of which 11 are available), six television documentaries on the culture and history of 11 ethnic groups, a monograph series detailing the contributions of several ethnic groups in the Louisville area, and a community resources index. Supplementary activities resulted in a bibliography of print and nonprint resources in ethnic studies, and a pretest and posttest survey of attitudes toward ethnicity.

Each of the curriculum units is prefaced by a table of contents, a rationale for ethnic studies, program criteria, and description of the unit, including suggested time for teaching, general objectives, and a pretest or attitude survey. Within each unit are lists of facilitating materials and disciplines in the curriculum where the unit could best be integrated. Each unit ends with a form entitled "Citizen's Request for Reevaluation of Materials," which provides a mechanism for registering complaints.

The units cover a variety of topics. The *Family History Project* helps students explore genealogy, using charting and interviewing as instructional strategies. An interesting activity is "writing your own obituary," using family history as a component. One to two weeks in length, the unit is suggested as an auxiliary to social studies courses.

The American Woman focuses on the American woman's image and her diverse roles in our society, providing content and activities to dispel myths and stereotypes about sex roles and socialization. Analysis of women's images projected through television programs, readings, and help-wanted ads provides an interesting class activity. The unit should take one to three weeks and is applicable to social studies, language arts, or home economics classes.

Themes in Black African and Black American Literature is tied to language arts classes, takes two weeks, and emphasizes the similarity of themes in the two types of literature, as well as the contributions Black writers have made to American literature. Nearly all of the instructional strategies are concerned with American writing, however.

The Immigrant Experience deals with the dreams and realities of one family's immigration and assimilation into American society. The principal resource is a film by the same name. Essays, writing, and role playing provide the major activities for this one-week unit to be used as an adjunct to language arts or social studies classes.

Southern European Foods and *Northern European Foods,* both one week in length, are supplemental to home economics courses. *Southern European Foods* is concerned with the foods and cooking styles of Italy, France, Greece, Portugal, and Spain, while the companion unit focuses upon foods of the Soviet Union, Germany, Scandinavia, the Netherlands, and France.

German-American Profiles and Contributions: Major Figures is a social studies unit of one to two weeks' duration. It presents prominent German Americans and their contributions to American life and provides some insights into German culture. Among the individuals selected are Dwight Eisenhower, Albert Einstein, Theodore Dreiser, Peter Zenger, and John Steinbeck. Students are asked to list each individual's contributions and the effects of these contributions. The unit on *Levi Strauss* deals with his unique role in the textile industry, takes two weeks, and is useful in social studies classes.

Arts and Crafts of East Asia contains calligraphy, haiku, shadow theater, and ikebana. The one- to two-week course is an arts or drama supplement and relates to arts and crafts of Japan, China, and Korea.

Ethnic Heritage Foods focuses on ethnic heritage as evidenced in cooking. It identifies various ethnic groups, their influence, and notable contributions to America's eating habits. The study includes Latin America, Southern Europe, Northern Europe, Afro-America, the Middle Far East, and Kentucky. The unit, two to three weeks in duration, can be used as a supplement to home economics. Included are worksheets concerned with terminology associated with foods of various areas, their

nutritional qualities, styles of cooking, and many sample recipes.

The *Cultural Pluralism* unit was designed to introduce the concept of cultural pluralism as a vehicle for gaining a personal perspective on one's values, as well as to give the student an opportunity to participate in experiences that will build positive attitudes toward one's own cultural group and other cultural groups. Activities for students involve examination of their grandparents', parents', and guardians' values as well as their own.

The *General Bibliography* lists print and nonprint materials available in the Brown Media Center and the Multicultural Resource Center in Louisville. Catalogued in relation to a course offering in the Louisville public school system as well as by ethnic group, each selection is annotated. The ethnic groups catalogued are: American Indians, Asians, Australians, Black Americans, Caribbean peoples, French, Chinese, German, Greek, Irish, Italian, Japanese, Latin American peoples, Polish, Portuguese, Polynesian, Puerto Rican, Russian, and Spanish. The bibliography also includes a general section.

The attitudinal survey is not a test but is aimed at finding out how one really feels or thinks about issues related to ethnic topics. Eighty questions are flanked by "The way it is" and "The way it ought to be." The person completing the survey indicates whether there is strong disagreement, disagreement, agreement, or strong agreement.

The six television documentaries are each a half-hour in length and are designed for junior high through adult viewing audiences. The series documents the culture of 15 immigrant families, their migration to America and to Louisville in particular, adjustments they had to make upon arrival, contributions they have made to that community, and comments upon their lives in America. The project considers this series to be its most successful product.

A community resources index has catalogued and documented all materials dealing with topics related to ethnic and/or cultural studies which are available in the Louisville area. In addition, human resources speakers or consultants are listed. This index is available only on 3" x 5" cards.

The compilation of the monograph series was, in the words of the project report, "the least satisfactory aspect of the project," for they decided ultimately that such writing was more generally the work of professional writers.

Louisiana

73. LOUISIANA ETHNIC STUDIES PROGRAM: LA CULTURE ACADIENNE EN LOUISIANA, WHITE ACADIANS, BLACK CREOLES, AND LATINOS

Louisiana State Department of Education
Community Services
P.O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804

Project Director:	Sandra Gunner
Ethnic Group:	American Indians, Black Americans, British Americans, French Acadians, German Americans, Italian Americans, Latin Americans, Scotch-Irish Americans (Louisiana)
Subject Area:	Foreign Languages (French), Social Studies, State History
Audience/Grade Level:	Student Materials (8) Teacher Resources (K-12)
Format:	Print and Nonprint
Year Funded:	1975
Amount of Funding:	$42,000.00

Materials/Availability:

This project developed a student text, teacher's guide, resource guide, and filmstrip/cassette programs. However, the project does not have copies of the materials and they are not available for purchase.

This project developed curriculum materials* dealing with the impact of eight ethnic groups in Louisiana: American Indians, Black Americans, British Americans, French Acadians, German Americans, Italian Americans, Latin Americans, and Scotch-Irish Americans. The student text, which is accompanied by a teacher's guide, and the filmstrip/cassette program in English and French are intended for use in grade 8. An historical overview and various cultural aspects of each of the ethnic groups are provided. All the materials are activity-oriented and student-centered. Also developed by the project was a resource guide outlining supplementary resources for grades K-12.

74. IN SERVICE TEACHER TRAINING IN INDOCHINESE CULTURE

Our Lady of Holy Cross College
Division of Education
4123 Woodland Drive
New Orleans, Louisiana 70114

Project Director:	Sister Laura Melancon
Ethnic Group:	Vietnamese Americans
Subject Area:	All Areas, Social Studies
Audience/Grade Level:	Teacher Education (K-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$35,730.00

Materials/Availability:

Teacher Training in Indo-Chinese Ethnic Studies: A Credit/Non-Credit Course for School Personnel Working With The Indo-Chinese, by Sister Laura Melancon, et al. (1978).
Available from ERIC: ED 171 865, 51 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

This project developed and field tested a teacher training course in Indo-Chinese ethnic studies. Project staff think that "school personnel who work with the Indo-Chinese need to communicate more effectively with these students and their parents and foster greater understanding of and tolerance for intercultural differences among students." The course was field tested with approximately 76 teachers and educators in the New Orleans area.

The course consists of four modules. In the first module teachers study the influence of cultural and social factors on perception and the implications for education. The second module is intended to help teachers understand the Vietnamese American culture through a study of Vietnamese history, ethnic composition, language, family structure, religion, education, and political orientation. The third module helps participants understand American and Vietnamese American intercultural relationships in the school. In module four teachers design their own Vietnamese American ethnic studies course. Teaching techniques used include lecture and classroom discussion, simulations, clinical practice, and responding to objectives in writing. The following information is included for each module: description and module outline, rationale, performance objectives, resources needed for presentation, learning activities, and evaluation methods. Handouts for some activities are included. However, to implement many activities, it is necessary to purchase commercially available resources.

75. THE DRAMA OF BLACK CULTURAL DIVERSITY IN NEW ORLEANS: A PROGRAM OF ETHNIC STUDIES SCHOOLS AND COMMUNITY GROUPS

St. Mark's Community Center, Inc.
1130 North Ramport Street
New Orleans, Louisiana 70116

Project Director:	Margery Shroyer
Ethnic Group:	Multiethnic: Black Americans (Louisiana, New Orleans)
Subject Area:	Local History, Social Studies
Audience/Grade Level:	Student Materials (8-12) Teacher Resources (8-12)
Format:	Print and Nonprint
Year Funded:	1977
Amount of Funding:	$45,000.00

Materials/Availability:

A New Orleans Ethnic Studies Program Kit. The kit contains the following materials:

*None of the materials developed by this project were available for review. Descriptive information contained in this analysis was taken from the project's original proposal and mid-year report.

1. *Treme/7th Ward Griots: A New Orleans Ethnic Heritage Program* (1978-79).

Available from (1) project: spiralbound, 125 pp, $10.00.
(2) ERIC: SO 012 307.

2. *Treme/7th Ward Griots: A Video Document,* Part I, "Social Rituals" and Part II, "Political and Economic Life."

Available from project: two ¾" video cassettes, rental: $25.00/purchase: $75.00.

3. *The Making of an Ethnic Heritage Program.*

Available from project: slide/tape program, rental only, $10.00.

4. *The N.O. Ethnic Heritage Greeting Card.*

Available from project: beige and brown greeting card, 5" x 6½" with envelope (suitable for framing), box of 10, $5.00.

5. *Quartee Red Beans, Quartee Rice: Stories of the Treme/7th Ward* (forthcoming, Spring 1980).

Available from project when published: price not yet determined.

This project developed *A New Orleans Ethnic Studies Program Kit* which contains resources and activities to help students in grades 8-12 increase their understanding and appreciation of the ethnic pluralism of New Orleans. The project staff trained teachers to use the materials. The materials were then pilot tested with 1800 students in five schools. The materials were then revised based on the pilot test results.

One component of the kit is a teacher resource guide entitled *Treme/7th Ward Griots.* The basic activities included in the guide can be completed in about 15 class periods; however, additional activities--class projects and readings--for use in extending the study are also provided. In the basic activities, students read and discuss ten concise essays on ten ethnic groups in New Orleans: American Indians, Black Americans, French Americans, German Americans, Anglo Americans, Irish Americans, Italian Americans, Spanish Americans, Haitian Americans, and Acadian (Cajium) Americans. Following each essay is a bibliography of additional print resources. Other activities involve students in interviewing family members, cutting out pictures from local ethnic newspapers and magazines, role playing ethnic history, taking field trips to ethnic neighborhoods, completing puzzles, and listening to guest speakers.

A second component of the kit is a two-part video cassette containing an oral history of New Orleans' oldest and most diverse Black community. Over 100 community residents were interviewed. Through music, stories, and pictures, the video cassette depicts the social rituals and the political and economic lifestyles of the New Orleans' Creole and non-Creole Black community over the last 50 years.

The project also developed several other items. Staff reproduced the project's logo--the gumbo pot with diverse human groups represented in it--on a beige and brown greeting card entitled the "N.O. Ethnic Heritage Greeting Card." A 20-minute slide/tape account of the project entitled *The Making of an Ethnic Heritage Program* is also available. In preparation is a collection of stories drawn from interviews with residents of the New Orleans' Treme/7th Ward community.

Maryland

76. PATHWAY (PROMOTING AMERICA'S TOTAL HERITAGE WITH ALL YOUTH)

Baltimore City Public Schools
Region III
100 North Chester Street
Baltimore, Maryland 21231

Project Director:	Myron M. Winer
Ethnic Group:	Multiethnic
Subject Area:	All Areas
Audience/Grade Level:	Adult/Community Education Teacher Resources (K-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$40,000.00

Materials/Availability:

List of Resources (1978).
Not available.

The Pathway Project was intended to provide assistance to Baltimore City Public Schools and to ethnic groups and organizations within that city. Among the services provided by the project were meetings with school personnel to assist in the establishment of ethnically related activities and instructional programs, preparation of articles for local ethnic and community periodicals, and dissemination of an informational brochure and Pathway newsletter. Materials for a resource center were also acquired and organized. These materials were circulated on a limited basis to school and community personnel.

The impact of Pathway was extended by Title IX funding to the Maryland State Department of Education (see catalog entry 78).

77. FREDERICK COUNTY ETHNIC HERITAGE STUDIES PROGRAM

Board of Education of Frederick County
115 East Church Street
Frederick, Maryland 21701

Project Directors:	Robert Hess and Joseph Ozag
Ethnic Group:	Multiethnic; American Indians, Japanese Americans, Jewish Americans, Latin Americans, Mexican Americans, Spanish Americans, White Americans
Subject Area:	Art, Language Arts, Mathematics, Music, Physical Education, Science, Social Studies
Audience/Grade Level:	Teacher Resources (K-12) Teacher Education (K-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$40,000.00

Materials/Availability:

Ethnic Heritage Curriculum Guide Grades K-6 (undated).
Available from ERIC: ED 170 446, 278 pp, microfiche: $0.83/paper copy: $18.32, plus postage.

Ethnic Heritage Curriculum Guide Grades 6-12 (undated).
Available from ERIC: ED 170 447, 308 pp, microfiche: $0.83/paper copy: $19.82, plus postage.

This project developed K-12 ethnic heritage study units which they hope will help to "develop a base for true equality and equal educational opportunity for all students regardless of race, sex, religion or ethnic background." In a two-week summer workshop, 75 teachers developed 28 such units. Five teams of teachers from this summer workshop conducted six one-day inservice sessions to train 200 elementary and secondary teachers in the use of the units. The units were then pilot tested by the 200 teachers. Final revisions were made based on the evaluations of the participating teachers.

Two curriculum guides containing the units were developed: *Ethnic Heritage Curriculum Guide Grades K-6* and *Ethnic Heritage Curriculum Guide Grades 6-12.* The units require from two to nine weeks to implement. The units are comprised of activities which can be integrated into language arts, physical education, math, science, social studies, music, and art courses. For each activity the content and instructional objectives are listed and the materials and resources needed are cited. Students view filmstrips, read and discuss books, put on puppet shows, prepare bulletin boards, make maps, artifacts and ethnic food, count and solve problems using the abacus, play games, write folk tales, construct models, take field trips, and do independent research.

The study units included in the K-6 guide are: "Cultural Arts of North American Indians" (can be adapted for use in any elementary grade); "Our Mexican Friends" (kindergarten); "The Japanese Family" (grade 1); "Native American Life Style" (grade 2); "The Songs, Dances, Rhythms, and Instruments of the American Indian" (grade 2); "Black Culture and Heritage in America" (grade 3); "A Study of Japan and the Japanese Culture Using a Multi-Content Approach" (grade 4); "Africa-The Congo Region" (grade 4); "Hispanic Culture in the U.S. up to 1865" (grade 5); "The Germans in America to 1865" (grade 5); "Jewish Contributions to American Culture" (grade 6); "Anglo Culture in the United States from 1865 to Present" (grade 6); "The Contri-

butions of Ethnic Groups to U.S. Culture" (grade 6); and "Planning and Producing a Slide Tape Presentation for an Ethnic Topic" (ungraded).

Study units provided in the 6-12 curriculum guide include the three units for grade 6 listed above, the ungraded unit "Planning and Producing a Slide Tape Presentation for an Ethnic Topic" and the following: "It's About Time" (grades 6-9); "Science and Its Relation with Various Ethnic Groups" (grades 6-12); "Ethnic Contributions to American Music: The American Indian" (grades 6-9); "Literature: Red and Black" (grades 10-12); "Japanese American Relocation: A Case Study in the Causes and Consequences of Prejudice and Discrimination" (grades 10-12); "Meet the Mighty Ethnicultural Myth Monsters" (grades 6-9); "Alienation: A Study Through Literature of the Alienation Experience of Ethnic Groups in America" (grades 10-12); "Heritage Art: A Contemporary Movement" (grades 10-12); "Identity: An Investigation Into Ethnic Heritage" (grades 8-10); "Interaction in a Pluralistic America" (grades 10-12); "Immigration: America's Source of Strength" (grades 7-9); "Native American Folkways" (grades 6-9); "Identifying Ethnic Groups in America" (grades 6-9); "Barriers to Equality: Prejudice and Discimination" (grades 10-12).

78. ETHNIC HERITAGE STUDIES PROJECT TO HELP TEACHERS

Maryland State Department of Education
Division of CLSP
P.O. Box 5717 – BWI Airport
Baltimore, Maryland 21240

Project Director: Myron M. Winer
Ethnic Group: Multiethnic
Subject Area: All Areas
Audience/Grade Level: Teacher Education (K-12)
Teacher Resources (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $36,168.00
Materials/Availability:

Bibliography of Multi-Ethnic Resources, by Patricia A. Watson (1978).
Not available.

Although this project is officially titled as noted above, the final report and all of the components use the name Pathway Project. This project, in effect, represents an expansion of efforts started in 1976 under that project title (see catalog entry 76).

The overall purpose of this portion of Pathway was "to develop and implement an ethnic heritage studies training program designed to provide 'differentiated' instructional and practicum experiences for educational and community personnel working with children attending schools in the Baltimore metropolitan area and statewide." Several kinds of staff training activities were conducted, including orientation, awareness, strategies and approaches, and interpersonal skills workshops; field experiences; and a practicum. In some cases, inservice credit incentives were made available to participants.

Materials for the resource center started in 1976 were reclassified, new materials were acquisitioned, and a bibliography listing all of these materials was prepared and circulated to Baltimore community and school personnel. In addition, a variety of resource and consultant services were provided.

Dissemination activities conducted by the project included sending out informational and workshop brochures, orientation flyers, and a newsletter. Staff members also wrote articles and made guest appearances regarding the work. Based upon this, the project was funded locally for a third year.

79. THE UNIVERSITY-ETHNIC COMMUNITY PROJECT

Neighborhoods Uniting Project, Inc.
4300 Rhode Island Avenue
Mt. Rainier, Maryland 20822

Project Director: Michael Krolewski
Ethnic Group: Multiethnic (Washington, D.C. and Maryland, Prince George's and Montgomery Counties)
Subject Area: Local History, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (9-16)
Teacher Resources (9-16)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $30,000.00
Materials/Availability:

Ethnic Directory 1976, by Alexandra Peeler and Mary Barnes (1976).
Available from project: booklet, 62 pp, $7.00.

Our Story: Personal Histories of the Ethnic Experience in Suburban Maryland, edited by Alexandra Peeler (1976).
Not available for purchase. Audio cassettes of the personal histories are in the Prince George's County Library, Hyattsville, Maryland.

Selected Bibliography, by Anna Faltus (1976).
Not available.

The project's developers compiled an ethnic bibliography and produced two booklets relative to the ethnicity of residents in Maryland's Prince George's and Montgomery Counties and in Washington, D.C. Taped interviews with members of 14 different ethnic groups in the area furnished the substance of the booklet, *Our Story.* The book provides exerpted personal histories of ethnic experience in suburban Maryland. Those interviewed described their experiences as immigrants or as first-generation Americans possessing strong cultural ties to an ethnic group.

The booklet *Ethnic Directory* lists local and regional ethnic organizations in the greater Washington metropolitan area, including Prince George's and Montgomery Counties. Thirty-nine separate ethnic groups have been included, along with interethnic organizations. The directory was designed primarily as a resource booklet.

Fourteen ethnic organizations listed print and audiovisual materials in the *Selected Bibliography.* Topics covered include literature, historical background, crafts, music, records, filmstrips, art, and cookery.

The Neighborhoods Uniting Program did not train individuals to use ethnic materials but trained members of ethnic organizations to become actively involved in obtaining services from the public institutions which served the ethnic communities, such as the public library or school system. The Board of Education of Prince George's County became the first in the state to take ethnicity into account in its educational policy.

80. AN INTRODUCTION TO AMERICA'S ETHNIC MINORITIES

University of Maryland
College of Education
College Park, Maryland 20742

Project Director: C. Raymond Anderson
Ethnic Group: Eastern and Southern European Americans
Subject Area: Social Studies/Social Sciences
Audience/Grade Level: Adult/Community Education
Student Materials (11-16)
Format: Nonprint
Year Funded: 1977
Amount of Funding: $48,184.00
Materials Availability:

Mosaic: The American Ethnic Experience, video cassette series. Individual titles as follows:
1. *The Myth of the Melting Pot.*
2. *Families.*
3. *Communities.*
4. *Politics: The Ethnic Factor.*

Available from project: four one-hour, ¾" video cassettes, available for cost of duplication (approximately $150.00).

This project developed four one-hour, color video cassettes focusing on Southern and Eastern European Americans. The four programs cover topics pertinent to understanding the impact of ethnicity in modern American culture. They are appro-

priate for use by adults in community, church, or interest study groups and by senior high and college students.

Each program consists of a feature segment shot documentary style on location, interspersed with interviews of noted scholars in ethnicity. While the programs were developed as a series, each tape also stands alone.

The first program, *The Myth of the Melting Pot*, serves as an introduction to the series. It features a series of "man on the street" interviews asking the question "Who is Ethnic?". Also included are a story on the Census Bureau's plans to collect more comprehensive data on ethnic groups in 1980; a feature on Katie Macaro--the author of two coloring books on Polish culture; a story on Pan American Airline's "second heritage" commercial campaign; and interviews with author Michael Novak, Dr. Irving Levine of the Institute on Pluralism and Group Identity, and Larry Naftulin of the Balch Institute.

The second program, *Families*, features segments on a "Cousin's Club" annual picnic, a traditional Polish Easter breakfast, and the stories of three persons searching for their roots. Also included in this program are interviews with Michael Novak, Dr. Frances Femminella of SUNY at Albany, and Joseph Giordano of the Institute on Pluralism and Group Identity.

The third program, *Communities*, focuses on "Little Italy" in Baltimore, ethnic identity in the suburbs, the Greek Orthodox community of Washington, D.C., and the Baltimore County Ethnic Affairs Committee.

The final program, *Politics: The Ethnic Factor*, portrays ethnicity's role in determining both foreign and domestic policy. Featured are a human rights rally in Washington, the Republican National Committee Heritage Council, Barbara Mikulski (Democratic Congressperson of Baltimore), the Italian American Foundation, and the Polish-American Affairs Council of Philadelphia.

Massachusetts

81. ARMENIAN ETHNIC HERITAGE PROGRAM

Armenian Relief Society
212 Stuart Street
Boston, Massachusetts 02116

Project Director:	Robert Mirak
Ethnic Group:	Armenian Americans
Subject Area:	Social Studies
Audience/Grade Level:	Adult/Community Education Student Materials (5-12)
Format:	Print and Nonprint
Year Funded:	1975
Amount of Funding:	$38,000.00

Materials/Availability:

Discovering History Through Artifacts: Case Study: Kingdom of Tigran II "The Great", by Mossik Hacobian (1976).
Available from: (1) project: stapled, 12 pp, $1.00.
(2) ERIC: SO 012 335.

Elements of Armenian Church Architecture, by Mossik Hacobian (1976).
Available from (1) project: three-holed paper, 17 pp, $1.50.
(2) ERIC: SO 012 336.

Khatchkars: Armenian Cross Stones, by Mossik Hacobian (1976).
Available from (1) project: three-holed paper, 11 pp, $1.50.
(2) ERIC: SO 012 337.

The Land of the Armenians, by Juanita Will Soghikian and Mossik Hacobian (1976).
Available from (1) project: stapled, 31 pp, $1.50.
(2) ERIC: SO 012 338.

Medieval Armenian Costumes: A History of the Armenians From the 7th - 14th Centuries, by Juanita Will Soghikian (1976).
Available from (1) project: paperbound, 10 pp, $5.00.
(2) ERIC: SO 012 340.

My Origins: Discovering and Recording Family History, by Juanita Will Soghikian (1976).
Available from (1) project: stapled, 16 pp, $1.00.
(2) ERIC: SO 012 339.

Sights and Sounds of Armenia, by Mossik Hacobian (1976).
Available from (1) project: paperbound, 23 pp, $1.00/ cassette tape, $2.50.
(2) ERIC: SO 012 334.

They Came From Ararat: The Story of Armenian Americans, by Robert Mirak (1976).
Available from project: slide (80)/cassette program and accompanying guide, $30.00.

This project developed curriculum materials dealing with the history and culture of Armenian Americans. Seven booklets for use with students in grades 5-9 and a slide/cassette program to be used by junior and senior high school classes and by adult and community organizations were produced. Instructions to help teachers use the materials are included in each booklet and the discussion guide accompanying the slide program. The materials can be used independently.

Discovering History Through Artifacts: Case Study: Kingdom of Tigran II "The Great" guides students through the process that an historian must go through to discover information about the past. Students examine artifacts--in this case photographs of Roman medallions dealing with Armenia and of the silver corn of Tigran The Great--and answer questions provided in the booklet. Students also are expected to read and discuss a brief selection about the history of the Ardashesian Dynasty.

Elements of Armenian Church Architecture introduces students to traditional Armenian church architecture. Students read a brief selection, answer questions provided on four worksheets, and construct a model of the 7th-century Church of Hripsime.

Khatchkars: Armenian Cross Stones introduces students to a unique form of stone sculpture made by Armenian artists, sculptors, architects, and stone masons for over 12 centuries. The student is asked to cast and carve a small plaster Khatchkar of his own. A reading, worksheets, and step-by-step instructions are provided in the booklet.

The Land of the Armenians introduces students to Armenian history and geography. It helps them learn where the ancestors of the Armenian people came from and locate and know the names of major places mentioned in Armenian history and literature. Students read and discuss brief readings, fill out worksheets, and construct a map.

Medieval Armenian Costumes contains brief readings on the history of the Armenian people from the 7th to the 14th centuries and paper cutouts for students to color and display. The text is arranged behind each page of costumes in chronological order.

My Origins: Discovering and Recording Family History contains student readings and assignment sheets to help students research and write their family history. A "Family Tree Chart" and suggested interview questions are included.

The main purpose of *Sights and Sounds of Armenia* is to give students an idea of what Armenia is like today. Students are expected to study and read the captions of the black-and-white photographs that describe a series of places, people, and events in Armenia. They then play the tape to see if they can point out where the sounds they hear were recorded.

The 18-minute color slide/tape program shows the rise and development of the Armenian American community from its origin in Turkey in the late 19th century to the latest contributions of its third and fourth generation in America. Discussion questions and a bibliography of readings are included in the guide that accompanies the slide program.

82. CONTRIBUTIONS OF THE FRENCH TO AMERICA: DISSEMINATION OF MATERIALS

Assumption College
Undergraduate Schools
500 Salisbury Street
Worcester, Massachusetts 01609

Project Director:	Claire Quintal,
Ethnic Group:	French Americans
Subject Area:	Foreign Languages (French), Local History, Social Studies, State History
Audience/Grade Level:	Student Materials (9-12)
Format:	Print
Year Funded:	1975

Amount of Funding: $20,000.00
In cooperation with Administration on Aging, Amount: $6,700.00

Materials/Availability:

Franco-American Ethnic Heritage Studies Program, Contributions of the French to America: Dissemination of Materials, Units in English and French, by Paul P. Chasse (1975). Individual titles as follows:

1. *Traditions (Traditions).* 5 pp.
2. *History (Histoire).* 7 pp.
3. *The Church (L'Eglise).* 8 pp.
4. *Arts and Literature (Les Arts et la Litterature).* 5 pp.
5. *The Family (La Famille).* 6 pp.
6. *Education (L'Enseignement).* 7 pp.
7. *Youth (La Jeunesse).* 5 pp.
8. *Societies (Les Societies).* 7 pp.
9. *Labor and Economics (La Vie Economique).* 7 pp.
10. *Politics (La Politique).* 7 pp.
11. *Language and Assimilation (Les Problems de L'Assimilation).* 6 pp.
12. *The Media (Presse, Radio, Television).* 7 pp.

Appendix A: An Ethnic Heritage Studies Questionnaire on the Franco-American in New England, developed under the direction of Paul Chasse for a General Studies Senior Seminar at Rhode Island College. Mimeographed, 10 pp.

Available from (1) project: all units (in French and English) and Appendix A are sold as a whole for $6.00.
(2) ERIC: SO 012 440.

The objective of the project was dissemination of knowledge about French Americans and their contributions to our country through development of 12 units (in English and French) for use at the secondary level. Most of the units contain activities or projects which involve local or community resources or which an individual or a class can embark upon to deepen their understanding.

Traditions explains how the French celebrate Christmas, New Year's, Mardi Gras, Easter, baptism, weddings, funerals, and the feast day of St. John the Baptist. *History* narrates the arrival of the first French in the New World, through the 17th and 18th centuries. The role of religious institutions in the lives of French Americans during the 19th and 20th centuries is explored in *The Church*. Included with the unit is a chronological list of Franco-American parishes in New England from 1827 to 1953.

French participation and contributions to drama, music, painting, and literature are described in *Arts and Literature*. The Franco-American family and its traditional structure are explained in *The Family*, while *Education* discusses schools and ethnicity in general. "Are Franco-American teenagers any different from all the other young people in the country?" is the question which *Youth* addresses. The contributions of those of French ancestry to athletics, civic, and patriotic endeavors are described.

Societies indicates the many organizations which involve French American commitment. The role of Franco-Americans in the economic development of America, including the *coureur de bois*, union organization, inventions, and business ventures are in the unit *Labor and Economics*. *Politics* tells of the figures who achieved prominence in the political arena. *Language and Assimilation* discusses the problems encountered by French-speaking children in English-speaking classrooms as well as the varieties of French taught or spoken. *The Media* indicates that French language use in the media has been scanty; Chicago is cited as having the best French television programming in the country.

The materials were disseminated throughout New England and in six Midwestern states (Illinois, Missouri, Wisconsin, Indiana, Michigan, and Minnesota). Language teachers obligated to teach state and local history and hampered by the lack of materials on French Americans found that the bilingual units met a real need.

Appendix A provides a series of questions relevant to the background and opinions of participants in a Rhode Island College seminar on Franco-Americans in New England. The questions follow the twelve topics which the units concern.

83. ETHNIC DISCOVERY PROJECT

Boston Children's Museum
Jamaicaway
Boston, Massachusetts 02130

Project Director: Jim Zien
Ethnic Group: Multiethnic
Subject Area: Local History, Social Studies
Audience/Grade Level: Student Materials (3-5)
Format: Print
Year Funded: 1974
Amount of Funding: $40,000.00
Materials/Availability:

Ethnic Discovery (undated).

Available from (1) Boston Children's Museum's Resource Center: three-hole binder, unnumbered pages, available to the general public as a reference; may be checked out by persons with a borrowing membership; not available for purchase.
(2) ERIC: ED 159 253, 93 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

This project developed a workbook of activities to help students learn about their own cultural heritages and family, about the ethnic dimensions of their own lifestyles, about the cultural identity of the communities they live in, and about one another. The activities are intended to be used with students in grades 3-5. However, they can easily be adapted for use with secondary and college-level students.

For each activity a description, objectives, and materials/arrangements are provided. The activities are varied and involve students in many experiences. For example, in the activity "Streetwalk," students explore a business/shopping street and gather data on foods, sounds, signs, people, and street activities. The activity concludes with a class discussion and group reports. In another activity, "Streetscene," students conceive and produce a short play which portrays some of the activities and people they observed in "Streetwalk." The activity "Birthplaces" involves students in researching the names, birthdates, and birthplaces of parents and grandparents, recording the results, and plotting the birthplaces on a world outline map. In the activity "Impressions," students write down guesses about their classmates' backgrounds and interests and then have conversations to confirm or correct guesses. In another activity, students play a "Family History Game" in which they try to find out about three generations of their families.

An intensive two-week test of most of the *Ethnic Discovery* activities was conducted with a multiethnic group of twenty 3rd, 4th, and 5th graders from several Boston schools. The activities were also field tested with families of the project staff, high school students, a graduate seminar on ethnicity and city planning, and an ad hoc task force on ethnicity.

84. CENTER FOR CONTEMPORARY JEWISH STUDIES PROGRAM FOR JEWISH ETHNIC HERITAGE STUDIES

Brandeis University
Philip W. Lown Graduate Center for Contemporary Jewish Studies
Waltham, Massachusetts 02154

Project Directors: Leon Jick and Barry Chazan
Ethnic Group: Jewish Americans
Subject Area: Social Studies
Audience/Grade Level: Student Materials (5-6 and 9-11)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $80,000.00
Materials/Availability:

Three units of study (in preparation). Individual titles as follows:

1. *Jewish Immigration to America* (Grades 5-6).
2. *Traditions and Values* (Grades 5-6).
3. *The Organization of the American Jewish Community* (Grades 9-10).

Available from Bureau of Jewish Education (824 Boylston Street, Chestnut Hill, Massachusetts 02167): units including a teacher's handbook, a student reading/activity book, transparencies, ditto masters, a slide/tape program, cassette tapes, and artifacts, cost not yet available.

This project developed units of study on Jewish Americans for use with grades 5-6 and 9-10. All materials were field tested in public and parochial schools in the greater Boston area. The units were revised based on field test results.

Three units,* now in preparation, will be available: *Jewish Immigration to America* (grades 5-6); *Traditions and Values* (grades 5-6); and *The Organization of the American Jewish Community* (grades 9-10). Each of the units will contain a teacher's handbook, a student reading/activity book, transparencies, ditto masters, a slide/tape program, cassette tapes, and artifacts. Many of the units' activities involve students in reading and discussing excerpts from books. Students also view slide presentations, listen to and discuss interviews conducted by children with persons in the Boston Jewish community, construct time capsules, collect photographs, play games, participate in debates, and listen to guest speakers.

85. CURRICULUM DEVELOPMENT IN CUBAN-PUERTO RICAN HERITAGES

Curry College
Division of Language and Literature
1071 Blue Hill Avenue
Milton, Massachusetts 02186

Project Director:	Robert J. Forbes
Ethnic Group:	Cuban Americans, Puerto Rican Americans
Subject Area:	Ethnic Studies (Higher Education)
Audience/Grade Level:	Teacher Resources (13-16)
Format:	Print
Year Funded:	1975
Amount of Funding:	$35,000.00

Materials/Availability:

Guidelines for the Development of a Program in Puerto Rican and Cuban Ethnic Heritage Studies at the Postsecondary Level, by Robert J. Forbes (1976).
Available from ERIC: UD 020 456.

Oral Testimony From the Hispanic Community of Greater Boston, by Robert J. Forbes (1976).
Available from ERIC: UD 020 279.

This project developed guidelines for the development of a college-level ethnic heritage studies course dealing with Puerto Rican Americans and Cuban Americans. The project staff believes that "institutions of higher education have a responsibility to develop and implement programs and activities which draw those institutions and ethnic communities closer together."

The major publication developed by the project, *Guidelines for the Development of a Program in Puerto Rican and Cuban Ethnic Heritage Studies at the Postsecondary Level,* contains ten chapters. The first chapter discusses the value, focus, format, structure, and financial support of an ethnic studies program at the college level. A rationale and program description for a Puerto Rican and Cuban Ethnic Heritage Studies course are provided in the second chapter. Chapter 3 contains a sample curriculum plan for the course. Chapters 4-10 contain sample course outlines on the following topics: Ethnic Studies: Theory and Practice; Practicum in Hispanic and Non-Hispanic Intergroup Relations; Patterns in Assimilation and Acculturation: The Hispanic Community of Greater Boston; The History and Practice of Bilingual/Bicultural Education in America; The Modernist Mode in the Literature of the Caribbean; The Folk Tradition in Puerto Rico; and Curriculum Development in Puerto Rican and Cuban Ethnic Heritage Studies.

For each course the following information is provided: educational objectives; recommendations regarding class size, prerequisities, and audience; a bibliography of books and supplementary readings; topics for study; and suggested activities. Students read and discuss books and journal articles and are involved in many activities. They take field trips, interview family members, monitor the ethnic content of network television, write essays, and participate in role-playing situations.

To supplement the materials, strategies, and recommendations contained in the guidelines, oral testimony by Hispanic Americans was collected, translated, and edited. This testimony is contained in the publication *Oral Testimony From the Hispanic Community of Greater Boston.* The publication is comprised of five major parts. Part I contains four interviews regarding the "Hispanic Media." In part II, three Spanish Americans are interviewed regarding "Hispanic Agencies." "Hispanic Access to Higher Education" is the topic of the interviews in part III. In part IV, various Hispanic Americans talk about "Housing and the Spanish Speaking Community." The publication concludes with part V, oral testimony on the topic of "Social and Political Issues in the Hispanic Community."

86. HARVARD ETHNIC ENCYCLOPEDIA

Harvard University
Fellows of Harvard College
Harvard University Press
1350 Massachusetts Avenue
Cambridge, Massachusetts 02138

Project Director:	Ann Orlov
Ethnic Group:	Multiethnic
Subject Area:	All Areas
Audience/Grade Level:	Student Materials (9-16) Teacher Resources (9-16)
Format:	Print
Year Funded:	1974
Amount of Funding:	$45,000.00

Materials/Availability:

Harvard Encyclopedia of American Ethnic Groups, edited by Stephen Thernstrom, Ann Orlov, and Oscar Handlen (forthcoming, Fall 1980).
Available from The Harvard University Press (79 Garden Street, Cambridge, Massachusetts 02138): cost not yet available.

Brief Ethnic Bibliography: An Annotated Guide to the Ethnic Experience in the United States, by Josef F. Barton (1976).
Available from The Press of The Langdon Associates (41 Langdon Street, Cambridge, Massachusetts 02138): paperbound, 52 pp, $2.75. Although this document was announced in ERIC (ED 155 227), it is not available in either microfiche or paper copy from EDRS.

*The Harvard Encyclopedia of American Ethnic Groups*** will be a comprehensive guide to the history, culture, and distinctive characteristics of the ethnic groups who have lived in the United States. A preparatory study identified more than 100 such groups (150 if one differentiates among various branches of some major groups). The preparation of the encyclopedia is being underwritten by a grant from the Rockefeller Foundation and the National Endowment for the Humanities. It was the initial feasibility study that was funded in 1974-75 by the Ethnic Heritage Studies Program of the Office of Education.

In the encyclopedia, each ethnic group will be described as objectively as possible. An effort will be made to secure comparability from one group entry to another. Each article will discuss the origins of the group, the circumstances of its migration, its arrival in the United States, and its initial settlements. As data and space permit, information will be provided about the culture, social structure, economic institutions, and political life of each group; the maintenance of group and language identity; adaptation to the United States; and relations with the mother country or region. The encyclopedia will also contain a series of essays which treat such themes as family patterns and ethnicity, conflict and accommodation in ethnic groups, folklore, occupational choices and achievement, pluralism, regionalism, and group

*The final versions of these units are still in preparation. Descriptive information provided in this analysis was obtained from the experimental editions and from the project staff.

** All descriptive information conerning the *Encyclopedia* was provided by Harvard University.

relations. Each article and essay will be written by a carefully selected and qualified contributor. In addition to the group entries and thematic essays, the encyclopedia will be heavily cross-referenced and indexed.

This 1974-75 grant from the Ethnic Heritage Studies Program of the Office of Education also supported the original work upon which *The Brief Ethnic Bibliography: An Annotated Guide to the Ethnic Experience in the United States* is based. The bibliography lists materials according to ten broad categories: General Works; Works About Specific Groups; Literature; Ethnic Politics; Journals and Newsletters; Ethnic Press; Reference Works; Bibliographies; Archives and Special Collections; and Statistical Sources.

87. METRO ETHNIC HERITAGE RESOURCE CENTERS

Metropolitan Planning Project
55 Chapel Street
Newton, Massachusetts 02160

Project Director:	Raymond A. Almeida
Ethnic Group:	Multiethnic
Subject Area:	All Areas
Audience/Grade Level:	Teacher Education (K-12)
Format:	Not Applicable
Year Funded:	1977
Amount of Funding:	$42,732.00

Materials/Availability:
Because this was a training project, no materials were developed.

This project had several objectives: (1) to develop a network of individuals in schools in the Greater Boston and Southeastern Massachusetts State Department of Education Regions who could support each other in the implementation of multicultural education; (2) to introduce educators to the concepts of multicultural education; and (3) to provide resources to teachers in implementing multicultural education in their schools. To achieve these goals, the project developed a multicultural educational training program which could serve as a model for collaboration between local schools, community-based organizations, and state or regional facilities.

A total of five schools from Cambridge, New Bedford, and Boston participated in the program. Teams of teachers from the schools met 11 times--eight times as core units at their home schools and three times in cross-team meetings.

At the core meetings, the school teams assessed the status of multicultural education in their home institutions and set goals in light of those assessments. Each team then addressed these goals through a school project.

In the cross-team meetings, teachers participated in many activities. Problems and concerns of participants from the core meetings were addressed. Participants listened to multicultural presentations and became acquainted with ethnic studies materials and services available to them through the district and state.

88. PUERTO RICAN EMPHASIS -- PUERTO RICAN AWARENESS

Springfield Technical Community College
Special Student Services Project
1 Armory Square
Springfield, Massachusetts 01105

Project Director:	Jose Del Valle
Ethnic Group:	Multiethnic; Puerto Rican Americans (Massachusetts, Springfield)
Subject Area:	Music, Social Studies
Audience/Grade Level:	Adult/Community Education Teacher Resources (13-16)
Format:	Print
Year Funded:	1977
Amount of Funding:	$33,774.00

Materials/Availability:
Multi Ethnic Studies Course, by Gloria Bernabe (forthcoming, 1980).
Contact project for availability information.

The purpose of this project was to increase public awareness of all ethnic group contributions to the development of Massachusetts and the United States. Special emphasis is given to the contributions of Puerto Rican Americans. To achieve this goal, ethnic studies courses were developed and taught at Springfield Technical Community College, activities and programs were conducted for the community, and a symposium involving students, community persons, and civic and state Hispanic leaders was held.

Two three-credit courses were offered to students and the Springfield community in the spring semester of 1978. One entitled Latin American History on the Music and Culture of the Americas emphasized Puerto Rican culture and the culture of Spanish America. The second course, History and Culture of Puerto Rico, traced migration to the United States and emphasized the African cultural elements in the Puerto Rican culture.

In the 1978 fall semester three different courses were offered. A Multi-Ethnic Studies course was taught in Spanish and in English. This course represented the most important effort of curriculum development under the grant. The syllabus, which will be available for purchase, is presently in preparation. The other two fall semester courses offered in English and in Spanish were Latin American History: The Music of the Americas, and History and Culture of Puerto Rico.

The project also sponsored many activities and programs for the community. A lecture on Indian musical expressions in Puerto Rico was held. Concerts, a Christmas fiesta, film festivals, and food fairs were sponsored, and the play "La Carreta" was produced. Other activities included a community discussion of the "Jewish Community in the United States" and radio interviews.

The culminating event of the project was a multiethnic symposium which addressed the topic of the future of the ethnic community in Springfield. Representatives from the Portuguese American, Black American, and Puerto Rican American communities spoke; a question-and-answer period followed each address.

89. UNDERSTANDING CULTURE AND HUMAN RESOURCES THROUGH THE STUDY OF CAPE VERDEAN ETHNIC HERITAGE

TCHUBA, Inc.
14 Beacon Street
Boston, Massachusetts 02108

Project Director:	Raymond A. Almeida
Ethnic Group:	Cape Verdean Americans
Subject Area:	Folklore, Language Arts, Social Studies
Audience/Grade Level:	Student Materials (4-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$22,000.00

Materials/Availability:
Nho Lobo: Folktales of the Cape Verdean People, by Patricia Nyhan and Raymond A. Almeida (1976).
Available from (1) project: paperbound, 27 pp, $1.50.
(2) ERIC: ED 137 152, 46 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS. Note: ED 137 152 also contains *Cape Verde and Its People: A Short History,* listed below.

Nho Lobo: Folktales of the Cape Verdean People, Teacher's Guide, by Patricia Nyhan and Raymond A. Almeida (1976).
Available from (1) project: paperbound, 29 pp, $2.50.
(2) ERIC: SO 012 403.

Cape Verdeans in America: Our Story, by Raymond A. Almeida (1978).
Available from (1) project: paperbound, 64 pp, $4.00.
(2) ERIC: ED 161 773, 17 pp, microfiche: $0.83/paper copy: $1.82, plus postage.

Cape Verdeans in America: Our Story, Teacher's Guide, by Raymond A. Almeida et al. (1978).
Available from (1) project: paperbound, 15 pp (Also contains the 23-page booklet *Cape Verde and Its People: A Short History,* listed below), $4.00.

(2) ERIC: ED 164 408, 17 pp, microfiche: $0.83/paper copy: $1.82, plus postage.

Cape Verde and Its People: A Short History, adapted from an unpublished manuscript by Deirdre Muntel Machade by Raymond A. Almeida and Patricia Nyhan (1976). Note: This publication is also included in the *Cape Verdeans in America: Our Story, Teacher's Guide*, listed above.

Available from (1) project: paperbound, 25 pp, $2.00.
(2) ERIC: ED 137 152, 46 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS. Note: ED 137 152 also includes *Nho Lobo: Folktales of the Cape Verdean People*, listed above.

Cape Verde and Its People: A Short History, Teacher's Guide, by Patricia Nyhan and Raymond A. Almeida (1976).

Available from (1) project: paperbound, 26 pp, $1.50.
(2) ERIC: SO 012 402.

Three products for students were developed by this project. Each product is accompanied by a teacher's guide. The first, *Nho Lobo: Folktales of the Cape Verdean People*, was designed for students in grades 4-6. Folktales which can be used in language arts classes or in social studies units dealing with Africa, culture, or colonialism have been selected and compiled into a curriculum booklet. The teacher's guide contains appropriate discussion questions and a few activities as well as background information.

Cape Verde and Its People: A Short History and *Cape Verdeans in America: Our Story* are intended for high school students. Both are written quite simply and could be used by either younger students or slow learners as well. As the name implies, *A Short History* includes significant information about the Cape Verdeans today and traces these peoples from their original home to America. Used in their entirety, the materials would take approximately three weeks to teach. Independent lessons might be integrated into courses dealing with such topics as race and stereotyping, ethnicity, whaling, the Atlantic trade, and island peoples.

The student materials from *A Short History* are also included in *Cape Verdeans in America: Our Story*. In addition to a focus on historical roots, *Our Story* also deals with Cape Verdeans' American experience. The teacher's guide for this material is more extensive than the other two guides. It contains organizing questions for integrating the units into several disciplines and maps which can be reproduced for students or made into transparencies.

Preliminary research for an audiovisual presentation as well as a collection of slides depicting the Cape Verdean culture was started during the project's life. The director hopes to make this available using other organizational funds.

Michigan

90. ETHNIC HERITAGE STUDIES PROGRAM OF THE DETROIT PUBLIC SCHOOLS

Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

Project Director:	Norman McRae
Ethnic Group:	Multiethnic
Subject Area:	All Areas
Audience/Grade Level:	Teacher Education (K-12)
Format:	Not Applicable
Year Funded:	1976
Amount of Funding:	$43,000.00

Materials/Availability:
Because this was a training project, no materials were developed.

This project instructed trainers of trainers in ethnic heritage studies. For an initial training experience, 30 teachers from the Detroit area participated in a weekend retreat. Former staff members from the defunct Southeastern Michigan Ethnic Heritage Center demonstrated their products and involved the participants in various kinds of activities.

A small group of the teachers who participated in the weekend retreat committed themselves to developing an ethnic studies training design. However, because of internal problems, the training design was never completed. The teacher trainers decided to use training kits developed by the Southeastern Ethnic Heritage Center instead.

A four-day training session was then conducted to train 85 teachers from eight regions and city-wide schools to become trainers of ethnic studies teachers. Other training activities in which the teacher trainees participated were a symposium on Chinese culture and an ethnic awareness workshop on Native American culture. Teachers trained through this project conducted ethnic studies workshops for other teachers and incorporated certain aspects of the project into their instructional program.

91. AMERICAN AND POLISH CULTURE MINI GRANT INSERVICE PROGRAM

Grand Rapids Public Schools
143 Bostwick Avenue, N.E.
Grand Rapids, Michigan 49503

Project Director:	James McClafferty
Ethnic Group:	Polish Americans
Subject Area:	All Areas
Audience/Grade Level:	Adult/Community Education Teacher Resources (K-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$9,777.00

Materials/Availability:
Americans and Polish Culture: A Guide to the Resource Materials Collection (1979).
Available from project: paperbound, 169 pp, limited number are available free.

The objectives of this project were (1) to identify, purchase and annotate print and nonprint materials of interest to students, (2) to identify related local resources and assist in their improvement and use, and (3) to make the resource materials available to teachers, students, and the community, especially through the schools. A wide variety of instructional materials--books, recordings, pictures, posters and illustrations, filmstrips, and original color slides--were collected. These materials are available to schools and community groups through the Humanities Department of the Grand Rapids Public Schools on a postage-paid basis.

The entire collection was assembled based upon a needs assessment survey of members of the Polish Heritage Society, teachers, staff, and consultants. All of the materials have been carefully screened to assure that they are representative of Polish or Polish American culture.

Information about the materials is included in *American and Polish Culture: A Guide to the Resource Materials Collection.* This document is divided into three parts. Part A contains an annotated bibliography of print materials classified according to subject area. The annotations are complete enough to assist teachers in locating resources in their own libraries. Part B is a topical guide to the same collection; this part of the document could be used to structure an entire course about Poland. The section on political organization, for example, contains references to the party system, trade unions, the cooperative movement, youth organizations, associations, religious organizations, and the national unity front. Part C contains descriptions of the nonprint collection. The descriptions are an adequate guide for selecting certain materials to borrow. In addition, the guide is useful as a model for organizing similar collections.

Project personnel have also worked with staff at the local public library to foster access to and use of materials there. They have also worked with members from local community groups. They hope to provide teacher training in the future as well.

92. ETHNIC HERITAGE STUDIES CURRICULUM MODEL

Livonia Public Schools
Department of Community Education Services
15125 Farmington Road
Livonia, Michigan 48154

Project Director: Donald A. Friedrichs
Ethnic Group: Arab Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Resources (9-12)
Format: Print
Year Funded: 1977
Amount of Funding: $45,510.00
Materials/Availability:

Ethnic Heritage Studies Pertaining to Arabic Culture: Six Teaching Units for Secondary Schools (undated).
Available from (1) project: spiralbound, 133 pp, limited number available at cost of mailing (approximately $1.00).
(2) ERIC: SO 012 253.

Resource Supplement of Student Materials for Six Teaching Units for Secondary Schools (undated).
Available from (1) project: 3-hole-punched, unnumbered pages, limited number available at cost of mailing (approximately $1.00).
(2) ERIC: SO 012 254.

This project developed six units of study treating Arab Americans. The major objective of the units, which are designed for use in high school social studies courses, is to increase students' cognitive and affective understandings of Arab American history, geography, language, society, economy, and culture and their contributions to the development of the United States.

The topics treated in the six units are (1) family, (2) geography, (3) Arab history and its contribution to the West, (4) immigration, (5) Islam, and (6) issues (which includes the historical background and presents the importance of the Palestinian question in the Middle East as well as the importance of oil). Each unit contains suggestions for classroom activities and lists print and nonprint material resources as well as organizations, businesses, and other human resources for teaching about the Middle East.

The suggested activities are many and varied; they involve students in reading and discussing selections from books, viewing films, role playing, taking field trips, and constructing a family tree. A *Resource Supplement of Student Materials* contains some but not all of the student materials and handouts necessary to implement the units. The authors suggest that teachers review the units several weeks prior to teaching them in order to assure availability of films, reading materials, and speakers.

93. ETHNIC HERITAGE STUDIES PROGRAM IN SOUTHEASTERN MICHIGAN (1974) and ETHNIC CURRICULUM DEVELOPMENT PROJECT (1975)

Michigan Southeast Regional Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202

Project Directors: Otto Feinstein and Winifred DeWitt
Ethnic Group: Multiethnic (Michigan, Detroit)
Subject Area: All Areas, Local History, Social Studies
Audience/Grade Level: Teacher Education (K-12)
Teacher Resources (K-12)
Format: Print
Year Funded: 1974, 1975
Amount of Funding: $170,000.00 (1974)
$ 38,000.00 (1975)
Materials/Availability:

Economic Elite Study--Detroit 1975, by Gerald E. Driggs (1976).
Available from project*: paperbound, 12 pp, $0.50.

An Historical Sketch of East Detroit, by Fred Crawford, Constance Knight, and Alfred Marco (1975).
Available from project: paperbound, 24 pp, $0.75.

Ethnic Detroit in Maps: 1970, by Carol Agocs et al. (1975).
Available from project: paperbound, 29 pp, $2.00.

Field Trip Series (1975). Individual titles as follows:
1. *French Heritage Tour,* by Rudolph Helling. 16 pp.
2. *A Tour of Jewish Detroit,* by Phillip Applebaum. 24 pp.
3. *Detroit's Black Heritage Tour,* by Detroit Historical Museum Black Historic Sites Committee. 20 pp.
4. *A Tour of Detroit's "Latin Quarter,"* by Rodriguez. 16 pp. (Bilingual).
5. *Detroit's Eastside Polish Community.* 16 pp.
6. *Touring Ethnic Delray,* by Malvina Hauk-Abonyi and Mary Horvath-Monrreal. 28 pp.
7. *A Tour of Detroit's Greektown,* by Constantine Karagiannis and Ernest Zachary. 12 pp.

Available from project: $5.00 for set of 7 booklets; $0.75 each.

Ethni-City: A Guide to Ethnic Detroit, Volume II, edited by Malvina Hauk-Abonyi et al. (1976).
Available from project: paperbound, 144 pp, $2.50.

An Ethnic Studies Library, compiled by Paul Travalini, annotated by Gwen Stavros (1975).
Available from project: paperbound, 16 pp, $0.75.

Ethnic Studies Activities for Bicentennial Celebration in the Classroom, by Beverly Simpkins (1975).
Available from project: paperbound, 35 pp, $1.00.

Studying the Local Community: A Community Survey and Ethnic Mapping Procedure, by Bryan Thompson and Carol Agocs (1975).
Available from (1) project: paperbound, 32 pp, $2.00.
(2) ERIC: ED 117 234, 36 pp, microfiche: $0.83, plus postage; paper copy not available from EDRS.

Ethnic Survey of East Detroit School District Residents, by Marilyn Bratt et al. (1975).

The Ethnic Heritage Experience: A Study Guide for Workshop Participants (1975).

Elementary Unit in Italian Ethnic Studies, by Susan Simerville, George Roberts, and Violet Oulbegian (1975).

Ethnic Studies in Michigan (1977).

Ethnic Studies at the Local Level (1977).

Ethnic Audio-Visual Resource and Evaluation Guide (1977).

Educational Resources for Ethnic Studies (1977).

Ethnic Studies at the Federal Level (1977).

Interim Report, January 15, 1975: Ethnic Studies Project S.E. Michigan, by Otto Feinstein (1975).

The Ethnic Heritage Experience: A Handbook for Workshop Leaders (1975).

Final Report of the Ethnic Studies Education Project in Southeast Michigan, by Otto Feinstein and Winifred K. DeWitt (1975).

The latter 11 publications are not available for purchase.

The Michigan Southeast Regional Ethnic Heritage Studies Center received funds in 1974 and in 1975 to develop curriculum resources for teachers, disseminate the materials through various resource centers in the greater Detroit area and through teacher training workshops, and collaborate with ethnic organizations for the improvement and institutionalization of ethnic studies in Michigan schools.

A number of products were produced, and over 20 of these were distributed. Several of the products produced by the project were combined with other available printed resources and distributed in a package entitled *Ethnic Studies Handbook and Locator.* Only selected items, noted above, are still available from the project.

The products described here are those which are still available from the project. Some of these items are of particular interest to persons from the greater Detroit area, while others are of more general applicability.

Economic Elite Study--Detroit 1975 describes the roles and numbers of Polish, Italian, Latin, and Black Americans holding executive positions in Detroit's large corporations. Teachers conducted a study of the growth and development of East Detroit to develop a composite ethnic picture of their school community. The final document is *An Historical Sketch of East Detroit.* Data from the 1970 U.S. Census were tapped to show where Detroit's various ethnic groups live in the report, *Ethnic Detroit in Maps.* The authors also present some interpretation of

*The Heritage Center is now located at The University of Michigan, Rockham Education Memorial, Farnsworth at Woodward, Detroit, Michigan 48202.

the data on ethnic residential clustering and dispersion, ethnic groups in the suburbs, and the national origins of various mother tongue groups. A series of seven booklets, the *Field Trip Series*, describes architecture, geography, restaurants, and other points of interest in Detroit's French, Jewish, Black, Greek, Latin, and Polish communities, and in the multiethnic Delray area. *Ethni-City: A Guide to Ethnic Detroit* is a multiethnic directory of the area. For 63 ethnic groups, information is organized into seven major categories and over 40 subcategories. Major headings include religious institutions, institutions, organizations, performing arts, recreation, media, and businesses. A variety of articles on ethnicity are also included in a magazine-like format. *An Ethnic Studies Library* presents descriptive and evaluative annotations of materials housed in resource centers in Southeast Michigan.

Available publications of general interest include *Ethnic Studies Activities for Bicentennial Celebration in the Classroom.* These teaching activities, for grades K-8, have general applicability and are not limited to the Bicentennial. *Studying the Local Community: A Community Survey and Mapping Procedure* presents a rationale and procedure for surveying and mapping the ethnic composition and community characteristics of a given geographical area. Detroit is used as the model.

A number of documents were produced by the project or by project staff independently and distributed to schools in Southeastern Michigan. *Ethnic Studies at the Local Level, Ethnic Studies in Michigan,* and *Ethnic Studies at the Federal Level* provide a comprehensive view of the status of multiethnic education in Detroit, in Michigan, and in the United States. *Educational Resources for Ethnic Studies* is a compilation of workshop activities and teacher training models developed and used by the project. *Ethnic Audio-Visual Resource and Evaluation Guide* contains descriptive annotations of media materials and a number of evaluative instruments to be used by persons reviewing multiethnic materials.

94. A MODULAR INSTRUCTIONAL APPROACH TO FINNISH CULTURE AND ITS CONTRIBUTIONS TO AMERICAN LIFE

Suomi College
601 Quincy Street
Hancock, Michigan 49930

Project Director:	Arthur E. Puotinen
Ethnic Group:	Finnish Americans
Subject Area:	Art, Foreign Languages (Finnish), Language Arts, Social Studies
Audience/Grade Level:	Adult/Community Education Student Materials (1-12)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$23,000.00

Materials/Availability:

Finnbox (1979). Kit of four modules comprised of print and nonprint materials. Individual titles as follows:

1. *Fine Arts and Handicrafts.*
2. *Finnish Immigration History.*
3. *Geography, History, Society.*
4. *Language and Literature.*

Available from project: available for circulation for selective uses in various settings outside of Suomi; not available for purchase.

This project developed four modules dealing with the history, geography, and culture of the Finns and the enculturation and contribution of immigrants to America from Finland. The materials are intended to be used with elementary and secondary students and with adults or community groups.

The *Finnbox** contains four modules containing print and nonprint materials. The first module, *Geography, History, Society*, includes a slide program; a set of uncirculated Finnish coins; Finnish stamps; brochures and booklets on various topics; lists of Finnish records; slide programs and films available through the consular offices of Finland; a list, *Films of Finland,* available on a free-loan basis from Films of the Nations (7820 20th Avenue, Brooklyn, New York 11214); a selected list of bibliographies; and three books. The second module deals with *Language and Literature.* Included are cassette tapes and print materials on the Finnish language for foreigners and some Finnish literature. *Fine Arts and Handicrafts* is the topic of the third module. Included are eight booklets; a set of postcards; a cassette tape; books; 12 slides on the works of Alvar Aalto, a Finnish architect; and magazines. The fourth module, *Finnish Immigration History,* contains a slide program, booklets, and books.

95. A MULTI-MEDIA PRESENTATION OF THE HISTORY OF THE JEWS OF MICHIGAN

Wayne State University
399 Education Building
Detroit, Michigan 48202

Project Director:	Gerald A. Teller
Ethnic Group:	Jewish Americans (Michigan)
Subject Area:	Social Studies
Audience/Grade Level:	Student Materials (7-16)
Format:	Print and Nonprint
Year Funded:	1977
Amount of Funding:	$12,259.00

Materials/Availability:

A Documentary Inquiry Packet for the History of the Jews of Michigan: Parts I and II, by Albert Karbol, Irving Katz, and Gerald A. Teller (1977).

Note: This packet is part of the project's final report.

Available from (1) project: 99 pp, available for cost of duplication.
(2) ERIC: SO 012 439.

A Multi-Media Presentation of the History of the Jews in Michigan: Part I, 1761-1880, and *Part II, 1880-1926* (1977).

Available from project: Part I, 68 slides and audio cassette/ Part II, 79 slides and audio cassette, available for cost of reproduction.

The goals of this project were to prepare two slide/tape programs depicting the history of Jews in Michigan and to develop a learning packet consisting of source documents and inquiry strategies. The two products are correlated and can be used as the basis of a one-month course of study. Individual lessons require about 50 minutes of classroom time.

One slide/tape presentation deals with events from 1761 to 1880, the other with events from 1880 to 1926. The historical narrative outlines how Jews came to America and to Michigan, how they integrated themselves into Michigan history, how Jewish institutions developed, how Jews assimilated themselves into American cultural life, and how they made a unique contribution to the American way of life.

The *Inquiry Packet* is also divided into two parts which correspond to the two slide programs. The first packet contains a brief overview of the content, documents of the period, probe questions, an historical piece which provides a setting for the consideration of the slides, maps, biographies of prominent Jews, lists of important dates, various facts and analyses, and historical interpretation. This packet also contains a short bibliography of books for further study. The second packet consists almost entirely of documents, each of which is preceded by probe questions.

The materials have been field tested and revised based upon the findings. Because the content focus is Jews in Michigan, the materials would be most useful for students in that locality.

Micronesia

96. INTERCHANGING RESOURCES TO ACTIVATE CULTURAL TIES PROJECT

Trust Territory of the Pacific Islands
Department of Education
Capitol Hill
Saipan, Mariana Islands 96950

*The *Finnbox* was not available for analysis. All information included here was obtained from descriptive information provided by the project.

Project Director: Justin Manglona
Ethnic Group: Micronesian
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Student Materials (9-12)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $39,000.00
Materials/Availability:

Social Studies Title IX, Ethnic Heritage Studies, "Interact Program" Semi-Annual Evaluation Report (1977). Paperbound, 6 pp.
Interact Project: Final Report (1977). 5 pp plus appendices.
These two reports are not available.
The Altar (undated). Paperbound, 36 pp.
Echoes of the Trukese Culture (undated). Paperbound, 44 pp.
Kakrom (undated). Paperbound, 55 pp.
Kedel Balou (undated). Paperbound, 24 pp.
Lolelaplap (undated). Paperbound, 20 pp.
Micro-Life: Waves of One Sea (undated). Paperbound, 49 pp.
Orrekim (undated). Paperbound, 20 pp.
Petlas I Pacifico (undated). Paperbound, 30 pp.
Saipan: Yesterday and Today (undated). Paperbound, 52 pp.
We have been unable to contact the project regarding availability of the latter nine products.

Using the cultural journalism approach, this project produced nine booklets containing stories, poems, and photographs which depict the life and culture of the Mariana Islands. The project directors believed that students' interviewing and working with older persons on the islands would help to maintain and strengthen cultural and intergenerational ties.

Teachers from 11 junior high and high schools in the Mariana Islands attended a two-week workshop in the summer of 1976. At this workshop, they were trained to take and develop photographs, to conduct and write interviews, to design and lay out a magazine, and to produce the final product. As a result, participants produced *Micro-Life: Waves of One Sea.*

Following the workshop, the teachers set up magazine projects in their home schools during the 1976-77 school year. Some of them worked together on joint projects. Eight magazines were written, photographed, and published by junior high and high school students under direction of the workshop participants. The magazines depict the culture, crafts, music, art, legends, work, and lifestyle of the Mariana Islands.

According to the final report, seven filmstrips were produced by the project schools and distributed to classrooms within the schools. These filmstrips were not available for analysis.

Minnesota

97. SCANDINAVIAN ETHNIC HERITAGE STUDIES PROJECT

Gustavus Adolphus College
Scandinavian Studies Department
St. Peter, Minnesota 56082

Project Directors: Byron Nordstrom and Roland Thorstensson
Ethnic Group: Scandinavian Americans; Danish Americans, Finnish Americans, Icelandic Americans, Norwegian Americans, Swedish American (Minnesota)
Subject Area: All Areas, Social Sciences
Audience/Grade Level: Student Materials (13-16)
Teacher Resources (13-16)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $25,000.00
Materials/Availability:

A Bibliography: Norwegian Emigration/Immigration/Norwegians in America/Norwegians in Minnesota. Mimeographed, 9 pp.
Bibliography: Icelanders. Mimeographed, 2 pp.
Bibliography: Swedes. Mimeographed, 9 pp,
Bibliography: Danes. Mimeographed, 3 pp.
Bibliography: Finns. Mimeographed, 4 pp.
Available from ERIC: ED 177040, 30 pp, microfiche: $0.83/paper copy: $3.32, plus postage. Note: This ERIC document includes the above five bibliographies.
Slides on Scandinavian Immigrant Communities in Minnesota.
Oral History Tapes: Community Histories, Organizational Histories, Lectures.
These slides and tapes are not available.

The project developed two courses and materials for a college-level audience interested in Scandinavian emigration and immigration history, especially in reference to Minnesota.

Five bibliographies produced by the project list emigration and immigration sources related to the peopling of Minnesota by Scandinavian groups. English and foreign titles are included. Materials can be found in libraries of the Minnesota Historical Society, Gustavus Adolphus College, St. Olaf College, Norwegian American Historical Society, and the University of Minnesota.

Historical outline pamphlets which outline the reasons for emigration and immigration, the process of settlement in Minnesota, and the development of the immigrant community were written in reference to Swedes, Norwegians, and Danes. A large collection of maps was assembled; transparencies and slides of each map were made for classroom use. A collection of 250 slides concentrating on what is left of the Scandinavian communities in Minnesota (especially Swedish) was gathered. Finally, the project produced 48 oral history tapes and tapes of lectures delivered for the Scandinavian Emigration — Immigration course, as well as some tapes of Scandinavian music.

98. A MODEL PROGRAM IN MULTI-ETHNIC HERITAGE STUDIES

Mankato State University
Minorities Groups Studies Center
Mankato, Minnesota 56001

Project Director: Michael T. Fagin
Ethnic Group: Multiethnic; American Indians
Subject Area: All Areas, Home Economics, Language Arts, Social Studies
Audience/Grade Level: Teacher Education (K-12)
Teacher Resources (K-16)
Format: Print
Year Funded: 1974
Amount of Funding: $60,000.00
Materials/Availability:

Multiethnic Curriculum Units: Primary, Intermediate, and Secondary Levels (1975).
Available from ERIC: ED 115 635, 252 pp, microfiche: $0.83/paper copy: $16.82, plus postage.
Annotated Bibliographies of Ethnic Studies Materials (1975).
Available from ERIC: ED 114 397, 30 pp, microfiche: $0.83/paper copy: $3.32, plus postage.
Local Library Resources for a Multiethnic Curriculum (1975).
Available from ERIC: ED 115 633, 240 pp, microfiche: $0.83/paper copy: $15.32, plus postage.
Native American Resources: Annotated Bibliography of Print and Non-Print Materials (1975).
Available from ERIC: ED 115 634, 252 pp, microfiche: $0.83/paper copy: $16.82, plus postage.

The project developed a many-faceted program to further its goals of multiethnic, multicultural understanding in the Mankato area. The program provided four college-level courses dealing with ethnicity, mini-courses on Asian Americans, introduction of Minority Studies as a regular college course, modification of existing courses at Mankato University, development of 18 K-12 curriculum units, establishment of a resource center for multiethnic materials, inservice workshops for teachers, a bibliography of university library materials, and community panel discussions.

Materials available from the project are, for the most part, adaptable for use in any curriculum and for a variety of grade levels. *Multiethnic Curriculum Units: Primary, Intermediate, and Secondary Levels* makes a case for reversing the practice of teaching children to be well-assimilated Americans. Rather, children should be encouraged to know and be proud of their ethnic heritage as well as the ethnic background of others.

The four primary-level units include a lesson on "I'm Special" and "Differences Equal You and Me." The child learns to value his/her own specialness and to understand the things he/she has in common with other children, in addition to their differences. General objectives and specific procedures are given; procedures include suggested songs, exercises, and poems.

The eight intermediate-level units focus on specific ethnic groups (such as German, Jewish, Black, and Mexican Americans) and Minnesota ethnic history. These more-sophisticated units include maps, bibliographies for students and teachers, and imaginative exercises. The six model units for secondary schools are designed to be useful in a number of classes besides social studies. Some of the units deal with Asian American culture, minority literature, folk dances, and European influences on architecture. Bibliographies of print and nonprint materials accompany each lesson; directions for role-playing activities and recipes are also given.

Native American Resources is an annotated bibliography of print and nonprint materials for programs in Native American studies. It is divided into two sections containing elementary-level and secondary-level materials. Each section is arranged alphabetically by subject. Most subject headings begin with the name of a tribe, nation, or geographical area. General headings such as art, legends, music, fiction, and religion have also been used.

Local Library Resources contains materials available in the Mankato State University Memorial Library, arranged alphabetically by subject. The subject headings are Library of Congress designations. Sections are arranged according to the following ethnic groups: Asian Americans, German Americans, Norwegian Americans, Irish Americans, Jewish Americans, Black Americans, Mexican Americans, and Swedish Americans. There is also a section containing Black American, Mexican American, and multiethnic studies resources designed specifically for elementary or secondary classroom use.

The *Annotated Bibliographies of Ethnic Studies Materials* contains evaluations of selected source materials for teachers and students. It is divided into Multiethnic Resources, Italian American Resources, Polish American and Slavic American Resources, German American Resources, and Norwegian and Swedish American Resources. At the end of every annotated entry are evaluations using the following criteria: (1) history and condition of the people in the particular country, (2) reasons for immigration, (3) experiences of the group and individuals as they underwent immigration and resettlement, (4) attitudes of other people in America toward that ethnic group, (5) discrimination and prejudice the group faces, (6) aspirations and goals of the group, (7) group social, economic, political, and cultural conditions and processes, (8) positive and negative contributions of the group, (9) individual contributions, (10) ethnic experiences in rural and urban areas, (11) representatives of the group in different walks of life worthy of emulation, (12) the question of acculturation versus pluralism, and (13) current developments toward pluralism or assimilation.

99. FIVE-STATE MULTI-ETHNIC TRAINING PROJECT

Minneapolis Public Schools
Ethnic Cultural Center
1201 University Avenue, N.E.
Minneapolis, Minnesota 55413

Project Director:	Christian K. Skjervold
Ethnic Group:	Multiethnic
Subject Area:	Humanities, Language Arts, Social Studies
Audience/Grade Level:	Teacher Education (K-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$42,000.00

Materials/Availability:

Five-State Multi-Ethnic Training Project, Minneapolis Public Schools, Ethnic Cultural Center, Final Progress Report (1977).
Available from ERIC: SC 010 661.

This project conducted 13 workshops for a total of 305 participants in eight states. The original project goal was to conduct multiethnic workshops in Minnesota, Wisconsin, Iowa, North Dakota, and South Dakota. Because of requests to the project for assistance and problems with originally scheduled sites (such as teacher strikes and bad weather), two workshops were conducted out of the five-state area--in New York and Colorado.

The purpose of the workshops was to assist supervisory personnel in implementing multiethnic content in social studies, humanities, and language arts programs. At the end of the workshops, these leadership personnel were then to train others in implementing multiethnic content.

Each of the three-day workshops included the following activities: exploration of a rationale for ethnic studies; active consideration of strategies for infusing ethnic content into existing curricula; work with models for analyzing, evaluating, and selecting multiethnic materials; and developing strategies for implementation of ethnic studies.

Many of the materials used and strategies demonstrated were based on the materials produced by the Minneapolis Ethnic Cultural Center in 1975-76 under a Title IX project, Minneapolis Multi-Ethnic Curriculum Project (see catalog entry 100).

One of the project's objectives called for participants in the first 13 workshops to conduct similar workshops for their client groups. Several were conducted; however, many of the follow-through activities conducted by participants took the form of one-to-one assistance, consultation, and information sharing. The project reports that 305 persons attended all or some portion of the workshops and 136 submitted follow-through plans of action. It is estimated that 450 persons were served by these follow-through activities.

100. MINNEAPOLIS MULTI-ETHNIC CURRICULUM PROJECT

Minneapolis Public Schools
Task Force on Ethnic Studies
807 Northeast Broadway
Minneapolis, Minnesota 55105

Project Director:	Christian K. Skjervold
Ethnic Group:	Multiethnic
Subject Area:	Social Studies
Audience/Grade Level:	Student Materials (7-12)
Format:	Print and Nonprint
Year Funded:	1975
Amount of Funding:	$38,000.00

Materials/Availability:

Minneapolis Multi-Ethnic Curriculum Project Final Report, by Christian Skjervold (1976).
Available from ERIC: ED 171 594, 90 pp, microfiche $0.83, plus postage; paper copy not available from EDRS.

Minneapolis Multi-Ethnic Curriculum Unit Overviews, by Bruce E. Tipple and Pamela Whitehead (1975).
Available from ERIC: SO 012 414.

Minneapolis Multi-Ethnic Curriculum Development Teacher's Guide, by Bruce E. Tipple and Pamela Whitehead (1975).
Available from ERIC: SO 012 415.

Series of seven paperbound books of student readings by Bruce E. Tipple and Pamela Whitehead (1975). Individual titles as follows:

1. *Acculturation Unit.*
   Available from ERIC: SO 012 417.
2. *Ethnicity Unit.*
   Available from ERIC: SO 012 418.
3. *Family Unit.*
   Available from ERIC: SO 012 419.
4. *Power Unit.*
   Available from ERIC: SO 012 420.
5. *Prejudice and Discrimination Unit.*
   Available from ERIC: SO 012 421.
6. *Migration Unit.*
   Available from ERIC: SO 012 422.
7. *Enclaves Unit.*
   Available from ERIC: SO 012 423.

Series of student booklets (1975). Individual titles as follows:

1. *Acculturation.* Paperbound, 16 pp.
2. *The Vietnamese Immigration.* Paperbound, 10 pp.
3. *Migration.* Paperbound, 23 pp.

4. *Ethnic Crafts.* Paperbound, 12 pp.
5. *Power.* Paperbound, 12 pp.
6. *Enclaves.* Paperbound, 15 pp.
7. *Ethnicity.* Paperbound, 9 pp.

Available from ERIC: SO 012 416.

The First Original Ethnic Comic Book, by Keven Harwood and Tracy McCarthy (1975).
Available from ERIC: SO 012 424.

Evidence Card Original, by Bruce E. Tipple and Pamela Whitehead (1975).
Not available.

"Data Cards," by Bruce Tipple and Pamela Whitehead (1975). 23 cards on specific ethnic groups.
Not available.

Posters, by Bruce E. Tipple and Pamela Whitehead (1975). 15 posters.
Not available.

Filmstrip series to accompany units (1975). Individual titles as follows:
1. *Family.*
2. *Migration.*
3. *Prejudice and Discrimination.* 2 filmstrips.
4. *Ethnicity.*
5. *Power.* 2 filmstrips.
6. *Acculturation.*

The Amana Colonies (1975). Filmstrip/cassette.
Finns in N.E. Minnesota (1975). Cassette.
Finnish Americans in the Iron Range (1975). Filmstrip/cassette.
None of the above filmstrips and cassettes are available for purchase.

The Minneapolis Multi-ethnic Curriculum Project used an inquiry approach to social studies to produce activities organized around the following conceptual themes: ethnicity, migration, acculturation, family, prejudice/discrimination, power, and enclaves. A total of 34 ethnic groups are used as examples of the themes. A series of student reading booklets containing personal case studies and a number of audiovisual materials were also developed. The materials were pilot tested in Minneapolis schools.

The *Teacher's Guide* separates the activities by themes. At the end of each unit are the worksheets needed for each activity. Each activity contains an overview, objectives, materials needed, and a step-by-step procedure. A wide variety of strategies are used, including small-group discussions, card sorts, simulations, role plays, posters, filmstrips, personal case studies, community research, mapping exercises, and photo analysis.

Each unit has a skills component built into the activities. These include evaluating sources of information; reading; interpreting graphs, charts, and tables; drawing inferences; and formulating hypotheses. In one activity students rank-order the size of ethnic groups in the United States and discuss the reasons for their perceptions. These hypotheses are then compared to data from the Census Bureau. In another activity students are asked to arrange photo cards in a sequential order representing the least acculturated to the most acculturated. This activity is used as culmination to the *Acculturation Unit.*

"Data Cards" identifying dates, people, and books related to 23 different groups were developed. The materials also contain an extensive audiovisual component.

The final report contains information about the conceptual framework for each of the units.

101. SCANDINAVIAN HERITAGE PROJECT

Moorhead State University
110 Seventh Avenue, South
Moorhead, Minnesota 56560

Project Director:	Kenneth Smemo
Ethnic Group:	Scandinavian Americans
Subject Area:	Foreign Languages (Norwegian and Swedish), Social Studies
Audience/Grade Level:	Student Materials (9-12)
Format:	Print and Nonprint
Year Funded:	1977
Amount of Funding:	$17,148.00

Materials/Availability:

Scandinavian Heritage, by Brian Johnson (undated).
Available from project: paperbound, 75 pp, free.

Scandinavian Heritage Teacher Guide, by Brian Johnson (undated).
Available from project: paperbound, 58 pp, free.

Introduction to Svenska, by Reidar G. Simonsen (1978).
Available from (1) project: paperbound, 23 pp, free.
(2) ERIC: SO 012 430.

Introduction to Norsk, by Reidar G. Simonsen (1978).
Available from (1) project: paperbound, 22 pp, free.
(2) ERIC: SO 012 429.

Transcript of Audio Narrative Portion of Scandinavian Heritage, by Gerald D. Anderson and David B. Olson (1978).
Available from (1) project: paperbound, 40 pp, free.
(2) ERIC: SO 012 431.

Five slide/tape presentations on Scandinavian heritage (1978). Individual titles as follows:
1. *Scandinavian Emigration/Immigration.* 71 slides.
2. *Scandinavian Settlement: Rural.* 72 slides.
3. *Scandinavian Settlement: Urban.* 66 slides.
4. *Scandinavian Acculturation/Assimilation.* 71 slides.
5. *Scandinavian Ethnic Retention in the Latter 20th Century.* 52 slides.

Available from project: 10 boxes of slides and 5 cassette tapes, available at cost.

The project prepared curriculum materials and teacher aids appropriate for use in a unit or course devoted to Scandinavian heritage. The materials are primarily for use in secondary schools, but are applicable to higher and community education as well. The components include an audiovisual presentation, introductory Swedish and Norwegian language materials, and a teacher's guide and student workbook for a course in the Scandinavian heritage.

The sychronized audiovisual material is flawed by muffled and inaudible sections in the cassettes. Oral history, personal experiences, national and folk music, and poetry provide the substance of the tapes, which are each 20 minutes in length. A transcript of the tapes is provided. The black-and-white slides comprise reproductions from books.

A semester course, Scandinavian Folk History, was offered at Moorhead Senior High School, based upon the teacher's guide and student workbook, both entitled *Scandinavian Heritage.* The teacher's guide gives course objectives, content and procedure, a suggested bibliography, and resources for materials and possible class projects. The workbook includes geography, history, folklore, crafts and customs, and emigration/immigration information, with heavier emphasis upon Norwegian background than upon the other groups. *Giants in the Earth* by Rolsaag is an integral part of the course.

The illustrated language booklets provide a high-school-level introduction to the Swedish and Norwegian languages. Each includes a vocabulary list rendering works from the Scandinavian to English.

102. PRIMARY SOURCE MATERIALS IN ETHNIC STUDIES: A TRAINING MODEL

University of Minnesota
Immigration History Research Center
St. Paul, Minnesota 55455

Project Director:	Rudolph J. Vecoli
Ethnic Group:	Multiethnic; Finnish Americans, Italian Americans, Polish Americans, South Slavic Americans, Ukrainian Americans
Subject Area:	Art, Humanities, Social Studies
Audience/Grade Level:	Student Materials (7-12) Teacher Education (7-12) Teacher Resources (7-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$47,617.00

Materials/Availability:

PRIMSES: Primary Sources in Ethnic Studies (1978). Series of five PRIMSES containing data packets on family, religion, work, political activity, migration, and art. Individual titles as follows:

1. *Ukrainian PRIMSES.*
2. *Finnish PRIMSES.*
3. *Italian PRIMSES.*
4. *South Slavic PRIMSES.*
5. *Polish PRIMSES.*

PRIMSES: Primary Sources in Ethnic Studies: A Training Model (1978).

PRIMSES: Lesson Plans, edited by Anthony V. Codianni (1978).

PRIMSES: American Ethnic Profile: Background Papers, edited by Anthony V. Codianni (1978).

PRIMSES: Workshop Agenda (1978).

None of the project materials are available.

This project used a wide variety of original resources from the collection of the Immigration History Research Center. Materials on five ethnic groups were assembled in a kit that can be used by teachers to develop a multiethnic program for students in grades 7-12. The five materials are in several formats--readings, charts, maps, diaries, photographs, and letters--providing a variety of ways for students with diverse learning styles to gather information.

The data packets for each ethnic group are keyed to six organizing concepts: religion, family, migration, arts, work, and political activity. In addition, key concepts and generalizations are specified for each organizing concept. Each piece of original material, except those in the art packets, is categorized by generalization and is identified to show how it relates to that generalization; this enables teachers to use the materials in a comparative or cross-cultural approach. Materials within all data packets (except art) are listed, translated where appropriate, and described. The art packets are the most open-ended and are therefore the last in the series.

The *Training Model* details how to begin to develop lesson plans. Examples and step-by-step procedures are outlined.

The *Lesson Plans,* which were prepared by teachers in five-day training workshops, also provide complete lessons for using primary sources in developing classroom programs. The basic data is used, but the strategies are eclectic, as they reflect the teaching styles of teachers in seven cities: Minneapolis/St. Paul, Chicago, Cleveland, Detroit, Pittsburgh, Milwaukee, and New York. These range from reading and discussing to a sophisticated simulation which includes role cards, issue sheets, and a schematic graph. The lessons are organized around the conceptual themes of the project: religion, family, political activity, work, migration, and the arts. Almost all of the lesson plans developed by the teachers are multiethnic and contain information on at least two Southern and Eastern European ethnic groups.

American Ethnic Profiles: Background Papers contains five papers written by leading scholars in the field of immigration history. These papers provide an overview of the causes of migration, the immigration process, and the subsequent adjustment in America for the Finns, Italians, Poles, Southern Slavs, and Ukrainians.

The project also conducted teacher training workshops in seven cities. An agenda describes the activities of the workshop. The objectives of the workshops were threefold: to provide a variety of teaching strategies for ethnic studies, to provide background information about five Eastern and Southern European ethnic groups, and to develop multiethnic lesson plans to be infused into the current curriculum. The agenda items are annotated in enough detail so that a teacher trainer could replicate the sessions.

Mississippi

103. A MULTI-ETHNIC FOLKLORE AND ORAL HISTORY CURRICULUM MODEL

Alcorn State University
Lorman, Mississippi 39096

Project Director: Zahurul Haque
Ethnic Group: Multiethnic (Mississippi, Southwest – Claiborne and Jefferson Counties)
Subject Area: All Areas, Local History
Audience/Grade Level: Teacher Resources (K-12)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $47,031.00
Materials/Availability:

Ethnic Heritage of Southwest Mississippi (Claiborne and Jefferson Counties): A Multi-Ethnic Folklore Oral History Curriculum Development Project (A Catalogue) (1978).

Available from Department of English and Foreign Language, Alcorn State University: paper clipped, 32 pp, available for cost of duplication.

This project developed many 35mm color slides, 35mm black-and-white negatives, audiotapes, videotapes, 8mm movies, slide shows, teacher's guides, and lesson plans. All of these materials are listed in the catalogue and are stored at Alcorn State University. Local teachers may borrow the materials for classroom use. Scholars may consult the materials on the premise only. Because of the large number of materials developed, individual items are not listed here.

This project collected and developed educational materials for use in the elementary and secondary schools. The materials relate to the ethnic heritage of Claiborne and Jefferson Counties in Southwest Mississippi.

A two-day field-work training workshop was held at Alcorn State University to train social studies, English, and language arts teachers to collect folklore, oral history, and ethnic heritage materials from the project area during the duration of the project. The teachers took many photographs. They made 35mm color slides of arts, crafts, and landmarks of the area. Black-and-white 35mm negatives of barns, cabins, outbuildings, landscapes, quilts, and other items of ethnic interest were also made. Teachers interviewed senior citizens and members of ethnic groups on a wide variety of topics including making molasses, tatting, ghost stories, Black politics, superstitions, old time, work songs, children's games, history, and furnishings and folk architecture. All interviews were taped.

In addition to the materials developed by the teachers, the project staff also developed slide shows *(Introduction to Ethnic Heritage, Historical Landmarks, Folk Arts and Crafts,* and *Folk Architecture),* 8mm films *(Games and Entertainment* and *Folk Song and Dance),* and a videotape *(Reverend Leas Church Services).* Teacher's guides and lesson plans to help teachers use the project materials were also developed.

Following the collection and development of the ethnic materials by teachers and project staff, a summer workshop was held for teachers to train them in classroom use of these materials. Teachers who participated in the training program were acquainted with all of the materials and subsequently used the curriculum units in their classrooms.

All of the materials described in the preceding paragraphs and ethnic studies materials developed by students in the classroom are listed in the publication *Ethnic Heritage of Southwest Mississippi (Claiborne and Jefferson Counties): A Multi-Ethnic Folklore Oral History Curriculum Development Project.*

Missouri

104. ST. LOUIS POLONIA: ETHNIC HERITAGE CURRICULUM MATERIALS DEVELOPMENT PROJECT

CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

Project Director: Ed Sweda
Ethnic Group: Polish Americans (Missouri, St. Louis)
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (5-8)
Format: Print and Nonprint
Year Funded: 1977

Amount of Funding: $40,619.00
Materials/Availability:
You Play (Ty Grasz) (1979). A game consisting of the following components:

1. Gameboard.
2. 48 eagle-match cards.
3. 33 true-false cards.
4. Score pads.
5. Matching stamps.
6. 4 student almanacs entitled *The Polish American Almanac* (undated). Paperbound, 83 pp.
7. Parent/teacher's guide entitled *A Guide For Parents and Teachers to the Polish American Almanac and Game*, by Margaret Solomon (1979). Stapled, 32 pp.

Available from project (Attn: Publications Department): $25.00.

This project developed a game entitled *You Play* (Ty Grasz) dealing with Polish American history and culture. Although intended for use with students in grades 5-8, the game can also be played by high school students and by adults. From two to four persons can play the game.

Components of the game include a parent/teacher's guide, four student almanacs containing information about Polish American history and culture, a felt gameboard, 48 eagle-match cards, 33 true-false cards, score pads, and matching stamps. Directions for playing the game are provided in the parent/teacher's guide. To begin the game, any player turns over any two eagle cards. The first player to turn over two cards that bear the same design on their reverse side becomes the first scorer-timer. The scorer-timer then picks a true-false card; a statement concerning Polish American history or culture appears on each such card. The player reads the card aloud and places it face-up so that the others may read it. Players then have 60 seconds in which to find the correct answer in their almanacs. If they cannot find the answer in that time, the scorer-timer wins and places a stamp on his/her score pad. This player continues as scorer-timer until the other players find an answer in the 60-second time period. The playing cycle then begins again, with each player turning over two eagle cards, hoping for a match. The game continues until all the true-false cards have been drawn or the board is cleared of all eagle cards. The player with the greatest number of stamps on his score card wins.

In addition to containing the rules for playing the game, the parent/teacher's guide also contains background readings on Polish American history and culture, an index to the student *Polish American Almanac*, and a bibliography of print materials for adults and children.

105. GERMAN/AMERICAN ETHNIC HERITAGE CURRICULUM MATERIALS

Curators of the University of Missouri
Department of Curriculum and Instruction
212 Education Building
Columbia, Missouri 65201

Project Director: Arni Q. Dunathan
Ethnic Group: German Americans (Missouri)
Subject Area: Art, Language Arts, Music, Social Studies
Audience/Grade Level: Adult/Community Education
Teacher Education (K-12)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $48,361.00
Materials/Availability:
Teacher's Guide to the German/American Heritage Radio Series, by Peter Hasselriis (1978). The *Teacher's Guide* consists of the following parts:

Part I: "The Migration." 11 pp.
Part II: "Effects of Missouri's Geography." 11 pp.
Part III: "Government Among the German/Americans." 7 pp.
Part IV: "Education Among the German/Americans." 15 pp.
Part V: "Agriculture and the German/Americans." 8 pp.
Part VI: "German/American Arts and Architecture." 7 pp.
Part VII: "German/American Culture, Customs and Traditions." 6 pp.
Part VIII: "The German Language in America." 12 pp.
Part IX: "German/American Music and Dance." 12 pp.
Part X: "The Literature of the German/American." 13 pp.
Part XI: "German/American Prejudice." 8 pp.
Part XII: "German/American Achievement." 8 pp.
Part XIII: "Future of the German/American Heritage." 11 pp.

Available from (1) University of Missouri/Columbia (Attn: Academic Support Center): entire guide, 136 pp, or individual parts, cost not available.
(2) ERIC: ED 177 044, 53 pp, microfiche: $0.83/paper copy $4.82, plus postage.

The German/American Heritage Radio Series (1978). Individual titles as follows:

Part I: "The Migration," by Arni Dunathan and Adolf Schroeder.
Part II: "Effects of Missouri's Geography," by Arni Dunathan and Adolf Schroeder.
Part III: "Government Among the German Americans," by Arni Dunathan and Adolf Schroeder.
Part IV: "Education Among the German/Americans," by Arni Dunathan and Adolf Schroeder.
Part V: "Agriculture and the German/Americans," by Arni Dunathan and Adolf Schroeder.
Part VI: "German/American Arts and Architecture," by Arni Dunathan and Adolf Schroeder.
Part VII: "German/American Culture, Customs and Tradition," by Adolf and Rebecca Schroeder.
Part VIII: "The German Language in America," by Adolf and Rebecca Schroeder.
Part IX: "German/American Music and Dance," by Adolf and Rebecca Schroeder.
Part X: "The Literature of the German/American," by Adolf and Rebecca Schroeder.
Part XI: "German/American Prejudice," by Adolf and Rebecca Schroeder.
Part XII: "German/American Achievement," by Adolf and Rebecca Schroeder.
Part XIII: "Future of the German/American Heritage," by Arni Dunathan and Adolf Schroeder.

Available from University of Missouri/Columbia (Attn: Academic Support Center): Entire program or individual 30-minute cassettes, modest rental fee, can be reproduced free of charge.

The German/American Ethnic Heritage Curriculum Project researched, wrote, produced and broadcast 13 original half-hour radio programs; conducted a teacher training course in conjunction with the broadcasts supplemented with amplified telephone seminars; wrote, produced, and delivered 13 original study guides; evaluated the program both formatively and summatively; and summarized its findings in the form of conclusions.

The project's findings, available in its final report, suggest that radio and telephone are both interesting, convenient, and efficient mechanisms for teacher training and that teacher's guides are an important link between instruction and infusion. On the other hand, the report noted that teacher training by radio and telephone is more appropriate for providing instruction in content than in methodology. It was also pointed out that training in general ethnic studies and in adapting and modifying materials for different grade levels should precede instruction in a particular content area. National Public Radio has recommended the audio portion of the program and is offering to make copies of the cassettes available to its affiliates.

Although the 13 audio cassettes and accompanying teacher's guides dealing with the German/American experience in Missouri were developed as part of a radio-based teacher training course, they do not require this format. Neither do the two components need to be used together. Individual cassettes could be used to provide information about particular content such as migration, education, agriculture, or arts and architecture to both student and adult audiences. This is also true of the separate parts of the teacher's guide. The entire teacher's guide can be used as a topi-

cal outline for a teacher education course or as the basis of a mini-course at the secondary level. In addition, the format provides a model for developing either teacher training or community resource materials for other ethnic groups or localities. The director of the project, Arni Q. Dunathan, has indicated he would be willing to assist any group that is interested in utilizing the model.

As has been noted, each audio cassette has a section of the teacher's guide relating to it. These sections typically include a summary, background information, German words and phrases, and other words that are important for understanding the cassette. "Post-listening activities" are keyed to the cassettes but are general enough in scope to be usable without them. For example, one activity in "German/American Music and Dance" suggests having students find out what kinds of songs older people remember learning as children. Whenever possible, students are encouraged to record these songs and preserve interviews with community persons.

106. ETHNIC HERITAGE STUDIES IN URBAN NEIGHBORHOODS

Washington University
Lindell Skinker Boulevard
St. Louis, Missouri 63130

Project Director:	Sandra Schoenberg
Ethnic Group:	Multiethnic (Missouri, St. Louis)
Subject Area:	All Areas, Social Studies
Audience/Grade Level:	Adult/Community Education Student Materials (7-16) Teacher Resources (7-16)
Format:	Print
Year Funded:	1974
Amount of Funding:	$50,000.00

Materials/Availability:

Carondelet: The Ethnic Heritage of an Urban Neighborhood, edited by Carolyn Hewes Taft (1975).
Available from (1) project: paperbound, 40 pp, $2.00.
(2) ERIC: UD 020 290.

The Hill: The Ethnic Heritage of an Urban Neighborhood, edited by Carolyn Hewes Taft (1975)
Available from ERIC: UD 020 292.

Soulard: The Ethnic Heritage of an Urban Neighborhood, edited by Carolyn Hewes Taft (1975).
Available from ERIC: UD 020 291.

The Ville: The Ethnic Heritage of an Urban Neighborhood, edited by Carolyn Hewes Taft (1975).
Available from project: paperbound, 40 pp, $2.00.

Materials Relating to the Ethnic Heritage of St. Louis in the Washington University Libraries: A Bibliography, by Victoria Witte (1975).
Available from project: stapled, 19 pp, $1.00.

This project undertook a number of activities. Two college courses in ethnic studies were developed and implemented at Washington University; four booklets on ethnic neighborhoods in St. Louis, Missouri were produced and disseminated; and ethnic studies course for high school students was implemented; and a permanent and ongoing ethnic heritage data bank was created.

The two ethnic studies college courses implemented were Urban Neighborhoods (graduate level) and Ethnic Studies in Urban Neighborhoods (undergraduate level). Each of the courses was a research seminar that involved field work in an ethnic community in St. Louis, Missouri, and attendance at a weekly seminar. The major objective of the courses was to document the ethnic history and experience of several groups who settled in St. Louis. Evaluations of the two courses were so positive that the Department of Sociology at Washington University has added the courses to its permanent curricula offerings.

As a result of the field work in the two college courses described above, a booklet on each of the four St. Louis ethnic neighborhoods studied was developed. These booklets, entitled *Carondelet, The Hill, Soulard,* and *The Ville,* contain narrative histories on the ethnic neighborhoods illustrated with black-and-white photographs. A few interviews with ethnic persons are interspersed throughout the booklets.

Another project activity was the development and implementation of a high school ethnic studies course. In the course, which was taught at McKinley High School in St. Louis, the students worked closely with the college seminar team in the Soulard neighborhood. The students investigated and compiled their own family history.

The culminating project activity was the creation of a permanent and ongoing Ethnic Heritage Data Bank at Washington University. The data bank is composed of the four booklets on ethnic neighborhoods, oral history tapes of members of ethnic groups, a bibliography of *Materials Relating to the Ethnic Heritage of St. Louis in the Washington University Libraries,* and slides which document the architectural history of the ethnic communities.

Montana

107. BLACKFEET INDIAN HERITAGE PROJECT

Browning Public Schools
Cultural Committee
Browning, Montana 59417

Project Director:	Tom Thompson
Ethnic Group:	American Indians (Blackfeet)
Subject Area:	Bilingual Education (American Indian-Blackfeet), Language Arts, Social Studies
Audience/Grade Level:	Student Materials (K-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$46,600.00

Materials/Availability:

Blackfeet Language Coloring Book, by Elizabeth Lewis (1978).
Available from project: paperbound, 33 pp, $3.50.

The Blackfeet Ni si tê Ka yi so ka· kio sa to· p Five Viewpoints, by the Blackfeet Confederacy Cycle of Culture (1978).
Available from project: paperbound, 59 pp, $3.00.

Grass Woman Stories, by Mary Ground (1978).
Available from project: paperbound, 59 pp, $3.00.

Roaming Days: Warrior Stories, by George Comes At Night (1978).
Available from project: paperbound, 67 pp, $3.00.

Blackfeet Studies Map Series (in preparation).
Will be available from project when completed.

This project has developed five publications dealing with the culture, customs, and heritage of the Blackfeet Indians. The materials are designed for use at the elementary and secondary levels or with adults. The project developers believe that "schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation of cultural alternatives." If this philosophy is to be implemented, "Indian culturally sensitive educational materials" must be developed and introduced into the schools.

The Blackfeet Language Coloring Book is intended to help children in grades K-3 build their vocabulary of Indian words. A useful resource for the bilingual classroom, the coloring book contains sketches of animals, insects, fruits, and vegetables labeled in English and in the Blackfeet language. Children are expected to practice writing the Blackfeet name on the reverse side of each page, which is left blank for that purpose. A pronunciation guide to the Blackfeet language is provided so that teachers can help the children pronounce the words correctly. The guide is well done and can easily be used by non-native speakers.

Grass Woman Stories and *Roaming Days* are collections of stories and legends told by Blackfeet Indians. Written as closely as possible to the language in which the stories were told, these legends provide secondary students and adults with insight into Blackfeet heritage and customs. There is no teacher's guide for these two books. Teachers will have to prepare any discussion questions. Understanding of how the writing style of these two books reflects the culture of the Blackfeet people will be helpful to teachers in explaining this to students.

Twelve stories told by Grass Woman to her grandaughter are transcribed in *Grass Woman Stories.* Grass Woman talks about the medicine lodge, White Dog's death, the spring flood, Wolf Plume's Lover, and Frank Double Runner. In a story about mar-

riage Grass Woman tells us that, when a man had chosen his future son-in-law, "This man the father had found had to pay dearly for his wives, with many gifts. The young warrior would pay the father horses, teepees, scalps, guns, and all sorts of possessions. If the father accepted the gifts, that was it. They were married." Commenting on the custom of fixed marriage she says, "Today girls choose for themselves, for what you call love. That love doesn't last long."

Roaming Days contains 11 warrior stories rich in Indian lore and religion. The author, George Comes At Night, says that he wrote these oldtime stories as they were told to him "as nearly as he can remember." Students read of how Mia-Wa, the Hard Luck Warrior, "obtained the power to overcome his bad luck," and how Mik-Ka-Pi, seriously wounded in a raid on the Snake people, was rescued by a sacred grizzly bear who smears his body with blood. In one story First Rider describes how he felt as he took his first head scalp: "I was really shaking. I had to scalp him, even if I hated to do it. I accepted; cut his braids and scalp off his head. I held his scalp up by the braids and really felt like a man." The stories tell of a world where little reference is made to the White man.

The Blackfeet Ni si tə́ Ka yi sə́ Ka·kió so tə́·p Five Viewpoints contains five easy-to-read essays which give a general introduction to the early history of the Blackfeet. Written by young tribal members, the essays are intended for those unfamiliar with the tribe's history. The essays are: "Before the Reservation"; "Treaties, Executive Orders and Acts of Congress"; "Tribal Government"; "Education"; and "An Overview of the Blackfeet." Each essay is self-contained and gives enough background information to be understood without reading the others. There are no instructions for the teacher.

The *Blackfeet Studies Map Series* contains 11 maps on changes in tribal holdings and is intended to be used with the booklet, *The Blackfeet Five Viewpoints.* It is not yet available from the project.

108. ETHNIC HERITAGE STUDIES PROGRAM: TELEVISION PROGRAM ON CULTURE AND TRADITION OF MONTANA INDIANS

College of Great Falls
Department of Education
1301 20th Street, South
Great Falls, Montana 59405

Project Director: Harold Anderson
Ethnic Group: American Indians (Montana)
Subject Area: Art, Educational Television, Social Studies/Social Sciences
Audience/Grade Level: Adult/Community Education
Student Materials (7-16)
Format: Nonprint
Year Funded: 1975
Amount of Funding: $26,000.00
Materials/Availability:

Culture and Traditions of Montana Indians, videotape series (1976). Individual titles as follows:

1. *Introduction-Overview.*
2. *Life on Montana Indian Reservations Today.*
3. *Musical Traditions of Montana Indians.*
4. *Montana Indian Tribes and Historical Origins.*
5. *Traditional Art of Montana Indians.*
6. *Montana Indian Land — Treaties and the Reservations.*
7. *Legacy from the Ancients.*
8. *Education of Montana Indians.*
9. *Burning Issues of Montana Indian Existence.*
10. *Traditional Foods and Medicines of Montana Indians.*
11. *Social Customs of Montana Indians.*
12. *The Old Ways (Religion, Philosophy and Values of Montana's Native Americans).*
13. *Contributions, Impact, and Identity of Indians in Montana.*

Discussion Guide for Teachers to Accompany Culture and Traditions of Montana Indians (1976). Stapled, unnumbered pages.

Available from KRTV (Great Falls, Montana): videotapes, 2", commercial, color, available for reproduction at cost.

This project developed a series of 13 half-hour color videotapes on the *Culture and Traditions of Montana Indians.* All of the programs were televised on television stations throughout Montana. The videotapes can be used with adults or with students in grades 7-16. A discussion guide for teachers accompanies the program. Questions for the teacher to ask prior to and following the viewing of each videotape are provided.

Project staff visited American Indian reservations in Montana to research the culture, history, and traditions of the various tribes and to photograph activities. Staff also did a great deal of library research. American Indians were asked to play roles in the televised presentations. Audio and picture content were preplanned, minute by minute. The American Indian performers were furnished a brief topical outline of the program in order to focus on the program topic. However, the performers were largely responsible for their own scripts.

An *Introduction-Overview* presents a rationale for and describes the program. *Life on Montana Indian Reservations Today* provides a survey view of geographic features on seven Montana Indian Reservations. The unique blend of Indian music as it is sung, drummed, and danced by Montana Indians is illustrated in *Musical Traditions of Montana Indians.* In *Montana Indian Tribes and Historical Origins* viewers reconstruct the geographic origins of Montana Indian tribes. The variety of media used by both traditional and modern Indian artists is examined in *Traditional Art of Montana Indians.*

Montana Indian Land-Treaties and Reservations traces the sequence of interactions between tribes and the U.S. government. In *The Legacy From the Ancients* American Indian heritage is reconstructed from archaeological evidence. *Education of Montana Indians* contrasts earlier education methods, including traditional tribal education, through missionary and government schools, with recent efforts to provide adequate education for Indian children and youth. *Burning Issues of Montana Indian Existence* surveys critical issues faced by American Indian individuals and tribes in Montana today.

Types of foods traditionally used by Indians and the means of preparing and preserving them are explained in *Traditional Foods and Medicines of Montana Indians.* Manners, customs, and practices among Indians of tribes in Montana are the topic of the video entitled *Social Customs of Montana Indians.* The spiritual and moral values of religion and philosophy in the traditions of Montana Indians are presented in *The Old Ways.* In the final video of the program, *Contributions, Impact, and Identity of Indians in Montana,* American Indians explain what it means to be "American Indians."

Nebraska

109. ETHNIC STUDIES OF NATIVE AMERICANS (SIOUX) IN NEBRASKA

University of Nebraska
Arts Department
3835 Holdrege Street
Lincoln, Nebraska 65803

Project Director: William Wallis
Ethnic Group: American Indians (Sioux-Nebraska)
Subject Area: Music, Social Studies/Social Sciences
Audience/Grade Level: Student Materials (9-16)
Teacher Resources (9-16)
Format: Print
Year Funded: 1975
Amount Funded: $31,000.00
Materials/Availability:

A Meeting of Cultures: Educational Materials on Lakota Sioux Indian Life and History (1976). This packet contains the following materials:

1. *Essay on Lakota History and Culture, Lakota Literature and Lakota Music,* by the University of Nebraska, Center for Great Plains Studies (1977). Stapled, 40 pp.
2. *A Gallery.* Stapled, 21 pp.
3. *Maps: History of The Sioux Nation in Maps.* Stapled, 3 pp.
4. *Indian Games.* 2 pp.

5. *Important Dates in Lakota History*. Stapled, 4 pp.
6. *A Meeting of Cultures: Question Section*. Stapled, 7 pp.
7. *A Vision (Hanblecheya): Libretto in Two Acts Based on Lakota Literature Song*, by Richard Moore, Composer (undated). Paperbound, 75 pp.
8. *Hanblecheya (A Vision): Songs for Music Essay*. Soundsheet, 33 1/3 rpm.
9. *Bibliography*. Stapled, 17 pp.

Available from (1) University of Nebraska (Attn: Curriculum Development Center, 32 Andrews Hall, Lincoln, Nebraska 68588): $2.00.
(2) ERIC: RC 011 915.

This project developed a packet of educational materials dealing with the culture and history of the Lakota Sioux Indian in Nebraska. The packet, entitled *A Meeting of Cultures: Educational Materials on Lakota Sioux Indian Life and History*, includes materials which can be used with high school and college students, as well as some reference/resource materials for teachers.

A variety of materials are included. *Essays on Lakota History and Culture, Lakota Literature and Lakota Music* contains three essays which examine lakol wicohan, the Lakota Way or perspective on life. The first essay traces the metamorphosis of Lakota culture through the past 100 years. The second and third essays serve as a brief introduction to Lakota literature and music. Another component of the packet, *A Gallery* contains black-and-white photographs of Sioux chiefs and leaders along with quotes by them. A narrative on the philosophy of the Sioux nations is also included. A three-page pamphlet entitled *Maps: History of the Sioux Nation in Maps* contains three maps. A two-page insert entitled *Indian Games* describes five American Indian games. A chronology of dates in Sioux history is contained in *Important Dates in Lakota History*. A series of history and culture questions is included in *A Meeting of Cultures: Questions Section*. The packet also contains a two-act libretto based on Sioux story and song entitled *A Vision* (Hanblecheya). A soundsheet containing *Hanblecheya (A Vision): Songs for Music Essay* is also included. *A Bibliography* is an annotated listing of print materials treating Sioux Indian history and culture.

Nevada

110. PAIUTE AND AMERICAN INDIAN UNDERSTANDING THROUGH TEACHER TRAINING AND EDUCATION

University of Nevada at Reno
Research and Educational Planning Center
Reno, Nevada 89507

Project Director:	Evalyn Dearmin
Ethnic Group:	American Indians (Paiute-Nevada)
Subject Area:	Bilingual Education (Paiute), Language Arts
Audience/Grade Level:	Student Materials (K-4) Teacher Resources (K-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$35,000.00

Materials/Availability:

Ki Na Soo Mu Wa Kwu Tu: Never to Be Forgotten, compiled by paraprofessional teaching staff at McDermitt Combined School (1976).
Not available.

Thus the Old Ones Have Taught: Native Americans: A Commentary and Guide For Teachers, edited by Evalyn Dearmin (1976).
Available from (1) project: paperbound, 54 pp, $1.95 plus postage.
(2) ERIC: ED 162 771, 61 pp, microfiche: $0.83/paper copy: $4.82, plus postage.

Project Paiute developed a bilingual curriculum in reading for children in the primary grades whose first language is Paiute. A teacher's guide is included. The project also conducted inservice training for educators in the McDermitt Combined School and Humboldt County Schools. Although the student resource is applicable primarily for Nevada, the format and structure could be utilized elsewhere, with adaptation to another Indian group. The teacher's guide has applicability and usefulness for all educators involved with Indian education.

The project developers regard as their most important achievement the definition (or formulation) of an orthography which can be used by Paiute children, rendering a heretofore oral language into written form. *Ki Na Soo Mu Wa Kwu Tu* is the first book ever written especially for Paiute in their own language. Legends repeated by tribal elders were taped, transcribed into Paiute, and then translated into English. The booklet contains five legends or examples of tribal mythology given in both Paiute and English, enhanced with drawings by Paiute children. The booklet also includes vocabulary lists of words for the seasons, parts of the human body, numerals, family relationship terms, colors, and animals rendered in both Paiute and English and accompanied by illustrations. The booklet should provide a model of what can be done for very young bilingual children.

Thus the Old Ones Have Taught is described as a commentary and guide, but it is not directly related to the booklet described above. Rather, its purposes are to create an awareness for non-Indian educators of the Indian child's perception of school and to offer means for creating a hospitable environment for Indian chidren in public schools. With these aims in mind, the guide presents a series of 11 essays explaining to a non-Indian audience considerations for teaching in a classroom containing one, few, or all Indian children. Rather than providing lesson plans or activities, the essays are intended to acquaint the teacher-reader with the dilemmas encountered by Indian children in public school classrooms. Sample titles are "Teaching American History from the American Indian Perspective," "Indian Art in the Classroom," and "Teaching the American Indian Tale."

The guide also includes a selected bibliography of American Indian resources–indexed by such topics as art, literature, music, and history–and a list of American Indian periodicals. A page giving resource materials for sale by the Inter-Tribal Council of Nevada, with addresses, prices, and contents is included. These materials are especially relevant to Nevada.

New Hampshire

111. NEW HAMPSHIRE FRANCO-AMERICAN ETHNIC HERITAGE CURRICULUM DEVELOPMENT PROGRAM

New Hampshire College and University Consortium
2321 Elm Street
Manchester, New Hampshire 03104

Project Director:	Lucille J. Beaulieu
Ethnic Group:	French Americans, German Americans (New Hampshire)
Subject Area:	Foreign Languages
Audience/Grade Level:	Teacher Education (13-16)
Format:	Not Applicable
Year Funded:	1976
Amount of Funding:	$35,000.00

Materials/Availability:
Because this was a training project, no materials were developed.

This project provided academic training in ethnic studies to 19 New Hampshire college and university foreign language faculty and other interested persons and gave them experience in approved field research techniques.

A 21-day training workshop was conducted. Topics presented and discussed at the workshop included the following: the French in New England; the concept of ethnicity; historical perspectives of ethnic studies; sociological field methods; how to study the family; psychological perspectives to cross-cultural attitudes; bilingual education; problems of ethnic studies in urban areas; ethnic studies in Canada; ethnic studies and the media; still photography in the field; how to videotape; how to conduct interviews; history of the French language; problems in linguistic research; and folklore.

The field work was to culminate in a completed ethnic studies project. One group of participants designed a linguistic atlas of New Hampshire French language. Many participants developed units of study: a 4th grade social studies unit on Greek American culture; a 5th-6th grade individualized unit in social studies on

family and community; a high school teaching unit on New Hampshire French culture; and a unit on German American culture in New Hampshire. Other projects included writing a proposal for a junior and senior high school team-taught interdisciplinary course in language and social studies; doing field work and library research on the Yankee reference group in multiethnic southwestern New Hampshire; and doing a German family history project.

To assist the participants in completing their projects and to enhance their field and research experiences, three followup workshops were provided. In the first workshop an eminent anthropologist presented a two-and-a-half-hour lecture/discussion on French and Franco-American tradition. In the afternoon session, participants consulted with staff and resource persons in curriculum development, field methods, documentation, and psycholinguistics. In the morning session of the second workshop participants presented their projects in progress for comments and suggestions. In the afternoon session, two music groups from New Hampshire demonstrated Franco-American and American country music. Workshop participants were encouraged to discuss the music with performers. At the final workshop, participants presented their projects, either completed or in progress, for evaluation by those present.

New Jersey

112. COMMUNITY ACTION FOR CULTURAL PLURALISM

Joint project of:
National Conference of Christians and Jews (NCCJ)
790 Broad Street
Newark, New Jersey 07102
and
Rutgers University
Graduate School of Education
100 Seminary Place
New Brunswick, New Jersey 08903

Project Directors: Jacento Marrero (NCCJ) and Eliane C. Condon-Dauby (Rutgers)
Ethnic Group: Multiethnic
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Adult/Community Education Student Materials (5-12)
Format: Nonprint
Year Funded: 1975
Amount of Funding: $41,000.00
Materials/Availability:

Lost and Found: A Search for Our Ethnic Heritage, produced by The Dick Roberts Film Company, Inc. (1977).
Available from The Dick Roberts Film Co., Inc. (48 West 10th Street, New York, New York 10011): 16mm film, color, 30 minutes, $350.00 per print; or ¾" video cassette, $275.00 per print; not available for rental.

This joint project between Rutgers University and the National Conference of Christians and Jews (NCCJ) had as its major objectives the development of a 16mm film and accompanying users' guide and the conduct of three workshops. NCCJ was responsible for production of the film and Rutgers for the guide and workshops.

The film, *Lost and Found: A Search for Our Ethnic Heritage,* is a 30-minute color production based on the premise that many Americans feel alienated because of "sameness." They have a sense of anonymity which stems from being part of the crowd. One solution to this problem is to establish a sense of ethnic identity. The film attempts to create such a sense by presenting interviews with three generations of Americans. First-generation immigrants describe how they felt on leaving their homeland and on arriving in America. Second-generation Americans describe their ethnicity as something to be hidden from others and forgotten by themselves. The third-generation indicates that ethnicity is important because it helps one establish roots and a sense of identity. The interviews are combined with historic film from the thirties, stills from the turn of the century, and dramatic reenactments of crucial ethnic experiences.

Because production of the film took the full period of the project, Rutgers did not complete the users' guide.

The workshops which Rutgers conducted were to train community ethnic leaders to participate in school policy making and to initiate community action programs; to train school personnel in ethnic studies background, strategies, and materials; and to train school and community personnel to work together for the promotion of cultural understanding and communication.*

113. THE INSTITUTE OF ETHNIC AND INTERCULTURAL EDUCATION

Rutgers University
State University of New Jersey
10 Seminary Place
New Brunswick, New Jersey 08903

Project Director: Eliane C. Condon-Dauby
Ethnic Group: Brazilian Americans, Chinese Americans, Columbian Americans, Cuban Americans, Guyanese Americans, Hungarian Americans, Japanese Americans, Jewish Americans, Rhodesian Americans, Russian Americans
Subject Area: Social Studies/Social Sciences
Audience/Grade Level: Teacher Resources (9-16)
Format: Print
Year Funded: 1974
Amount of Funding: $60,000.00
Materials/Availability:

New Jersey's Heritage: Cuban Unit, by Joyce Freundlich (1974).
The Cuban Experience, Sample Packets Numbers 2 and 4 (1974).
New Jersey's Heritage: Hungarian Unit, by Yolan Arlett (1974).
New Jersey's Heritage: Japanese Unit, by Wille Hill (1974).
New Jersey's Heritage: Russian Unit, by Русскне В. Амерhке (1974).
Participant-Produced Material: Culture Capsules, Ethnic Units, and Book Reviews (1974).
All materials developed by this project are being revised. For further information, contact the project.

This project prepared four instructional units focusing on ethnic groups in New Jersey. Participants in the project also produced a three-part volume of materials which include lesson plans, papers, and book reviews.

The four units focus on Cuban, Hungarian, Japanese, and Russian Americans. The units present information on history, geography, language, customs, creative expression, and the immigration experience. Classroom objectives and suggested student activities are presented with each unit. Lists of instructional materials and resources are also included.

The sample packets on the Cuban experience developed by the project review such problems as how the contributions of the native experience influence the development of the adopted experience. The packets include stories, folktales, menus, and interviews.

The volume of participant-produced material is divided into three parts. The volume includes information on a variety of ethnic groups, including Brazilian, Chinese, Columbian, Guyanese, Jewish, and Rhodesian Americans, as well as the groups treated in the four instructional units. Elements of the volume include lesson plans, papers, and book reviews. Books reviewed include John Cook's *The Ethnic Experience in the United States,* Edward Hall's *The Silent Language,* Julius Fast's *Body Language,* and Edward Sapire's *Language in Introduction to the Study of Speech.*

*No print materials were submitted by Rutgers. The above description is based on the project's original proposal.

114. THE RENAISSANCE OF AN INDIAN-SPANISH COMMUNITY OF NORTHERN NEW MEXICO

Chama Valley Independent Schools
P.O. Drawer 10
Tierra Amarilla, New Mexico 87575

Project Director:	Manual Justiz
Ethnic Group:	American Indians (Navajo, Pueblo), Mexican American
Subject Area:	Bilingual Education (Spanish), Journalism, Language Arts, Music, Religious Studies, Social Studies, Sociology
Audience/Grade Level:	Adult/Community Education Student Materials (7-12) Teacher Education (K-12) Teacher Resources (K-12)
Format:	Print and Nonprint
Year Funded:	1977
Amount of Funding:	$20,240.00

Materials/Availability:

El Renacimiento de un Pueblo Indo-Hispano (The Rebirth of an Indo-Hispanic People).
Available from project: 30-minute, color, ¾" videotape, bilingual (channel 1 English, channel 2 Spanish), available for cost of duplication and mailing. Purchaser must supply ¾" color videotape and specify English or Spanish audio.

La Tierra Amarilla: The People of the Chama Valley, edited by Anselmo F. Arellano (1978).
Available from (1) project: paperbound, 166 pp, free.
(2) ERIC: RC 011 926.

This oral history project was a cooperative effort of the Chama Valley Schools and the local Teacher Corps. The major project goal was to promote a more positive self-image for the individual Mexican American student and provide an opportunity for the total Mexican American school community to learn more about their long history in the Southwest.

Project activities included training a project team of teachers, students, administrators, and Teacher Corps interns in the process of conducting local historical research; conducting oral history interviews; and researching family histories.

A variety of topics were researched, including the histories of the settlements in the valley; local culture including music, arts and crafts, customs, folk medicine, and religion; and local Spanish language, literature, poetry, and folklore.

Based on this research the participants produced a 30-minute color videotape and a book. Both are in English and in Spanish. The book and the videotape contain similar materials but have a number of items which are unique. The final products are of high quality.

A number of the project participants took a course during the project entitled Chama Valley Ethnic Heritage: Bilingual Research Methods and Materials Development, sponsored by New Mexico Highlands University. A number of participating teachers also developed curriculum units for use in their own classrooms.

115. NATIVE-AMERICAN AND SPANISH-AMERICAN CULTURE CURRICULUM DEVELOPMENT

College of Santa Fe
Department of Humanities
Department of Social Science
St. Michael's Drive
Santa Fe, New Mexico 87501

Project Director:	Natividad Chavez
Ethnic Group:	American Indians (Southwest)
Subject Area:	All Areas, Literature, Social Studies/Social Sciences
Audience/Grade Level:	Student Materials (9-16) Teacher Resources (9-16)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$39,000.00

Materials/Availability:

Bibliography on the Native American Culture of the Southwest (working title).

Series of six slide/cassette programs. Final titles were not available. Working titles are as follows:
1. *Southwestern Literature,* Parts 1-3. 80 slides each.
2. *Social Sciences,* Parts 1-3. 140, 140, and 80 slides, respectively.

None of the materials developed by this project are available.

This project* developed six slide/cassette programs on the cultural, historical, and literary heritages of Southwest Native Americans. The slide programs are intended to be used with secondary and college-level students.

Seven Indian and non-Indian students from the College of Santa Fe were participant/observers among the Tiwa Pueblos of New Mexico: San Juan, Santa Clara, San Ildefonso, Nambe, Pojoaque, and Tesuque. The students observed and recorded customs, traditions, religious beliefs, ceremonies, art, language, and foods. The gathered materials were incorporated into the slide programs.

Six programs were developed: three to be used in Southwestern literature courses and three in social science courses. The three for Southwestern literature contain 80 slides each and cover definitions, influences and counter-influences, and history. The three slide programs on the social sciences cover Southwestern Indian music, economics and society, and family life. Scripts accompany each of the programs.

The six programs were disseminated to the Institute of American Indian Arts and St. Catherine High School. After review by the faculty and students, the units will be revised. They will be simplified in presentation and clarified in subject matter. After the revision, they will again be submitted to Native American schools for evaluation.

A second result of this project was a bibliography compiled for use by classes studying the Native American culture of the Southwest.

116. CUBA SCHOOLS ETHNIC HERITAGE PROJECT

Cuba Independent Schools
P.O. Box 68
Cuba, New Mexico 87013

Project Director:	Carlos Atencio
Ethnic Group:	American Indians (Navajo), Mexican Americans
Subject Area:	Art, Bilingual Education (Spanish), Social Studies, Sociology
Audience/Grade Level:	Adult/Community Education Student Materials (K-12)
Format:	Nonprint
Year Funded:	1974
Amount of Funding:	$11,000.00

Materials/Availability:

Series of ¾" reel-to-reel videotapes. Individual titles as follows:
1. *The Navajo Child Documentary.*
2. *Los Pastores.*
3. *Cuentos.*
4. *The Navajo Rug.*
5. *The Tanner.*
6. *Manta Maker.*
7. *Chimayo Weavers.*
8. *Silversmithing.*

Not available.

The goal of this project was to develop video materials which were "culturally relevant to the ethnic groups in the local school district." Teams of middle and high school students and teachers, Navajo paraprofessionals, Teacher Corps interns, community resource people, and University of New Mexico personnel were organized. After outlining an area of interest, the teams were

*The materials developed by this project were not available for this analysis. All information contained in the analysis was provided by the project.

trained in curriculum development and videotape technology. KNME-TV in Albuquerque assisted the project by training the film crews, loaning camera equipment, and providing technical assistance in scripting, producing, and editing the films.

Subjects chosen by the teams were related mostly to the arts and crafts of the Navajo and Chicano peoples. In addition to filming rug makers, tanners, statue makers, and silversmiths at work, project teams wrote and filmed a documentary on the Navajo child and the life of a sheepherder, and took slides for the stories told in *Quentos*.

According to the project reports, guides for using the videotapes were being developed; however, they were not submitted as part of the project materials. The tapes are available for use by schools in the Cuba system.

117. PUEBLO CONTRIBUTION TO THE AMERICAN HERITAGE

Indian Pueblo Cultural Center, Inc.
P.O. Box 6807, Station B
Albuquerque, New Mexico 87107

Project Director:	Preston McCrossen
Ethnic Group:	American Indians (Pueblo)
Subject Area:	Social Studies
Audience/Grade Level:	Adult/Community Education Student Materials (7-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:

Our Land, Our Culture, Our Story (1977).

Available from project: paperbound, 31 pp, $1.50.

Although this document was announced in ERIC (ED 156 364), it is not available in either microfiche or paper copy from EDRS.

Our Land, Our Culture, Our Story is a brief illustrated booklet describing the origins, migrations, and history of the Pueblo Indians, including the effect that the arrival of the Europeans had on Pueblo life.

The booklet examines a number of topics, including early customs and skills of the Pueblo people; the Pueblo style of architecture; the migration of the desert people around 1100 A.D.; the arrival of the Spanish in the Southwest; the Indians' struggle to maintain their customs, religious practices, land, and grazing and mineral rights; and education of Indian children.

The publication was designed to accompany an exhibit of the Indian Pueblo Cultural Center. It can be used as a student resource.

118. MENAUL SCHOOL ETHNIC HERITAGE PROGRAM

Menaul School
301 Menaul Boulevard, N.E.
Albuquerque, New Mexico 87107

Project Director:	Edmundo E. Vasquez
Ethnic Group:	Multiethnic (New Mexico)
Subject Area:	Social Studies
Audience/Grade Level:	Teacher Resources (9-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$30,000.00

Materials/Availability:

Enduring Heritages: A Guide to Multicultural Education in the Secondary School, edited by Jane Grainger (undated).

Available from (1) project: paperbound, 80 pp, $4.00.
(2) ERIC: ED 137 005, 171 pp, microfiche: $0.83/paper copy: $7.82, plus postage.

During the 1975-76 academic year, the staff of Menaul School made a concerted effort to introduce and incorporate multicultural materials within their regular curriculum offerings. Insertions of ethnic content appeared in all academic disciplines. Special courses were built around pluralistic themes (e.g., ethnic literature in English, New Mexico studies in social science, and a special unit on Chaco Canyon in environmental science). Special events with a pluralistic emphasis (Lunar New Year, Black Heritage Day, Pow-Wow, Christmas Program) encompassed all or part of the school. Finally, a week of minicourse offerings emphasized different ethnic groups. Some of these involved week-long field trips.

Enduring Heritages contains unit outlines for the four types of courses and activities given above. These outlines contain concepts, resource needs, activities, and time needed to complete each unit. Guidelines for evaluating textbooks for ethnic content are given. In addition, the booklet contains nutrient content for some Southwestern foods, New Mexican folklore in English and Spanish, a prize-winning essay on Padre Jose Antonio Martinez, and a list of references related to ethnic integration in school curricula.

119. TAOS ETHNIC HERITAGE PROGRAMS

Taos Municipal Schools
P.O. Box 677
Taos, New Mexico 87571

Project Director:	Roy Martinez
Ethnic Group:	American Indians (Tiwa), Mexican Americans (New Mexico, Taos)
Subject Area:	Social Studies
Audience/Grade Level:	Student Materials (7-12) Teacher Education (7-12)
Format:	Nonprint
Year Funded:	1977
Amount of Funding:	$42,373.00

Materials/Availability:

Series of slide/cassette programs. Individual titles as follows:

1. *Las Acequias.*
2. *La Cienega Harvest Festival of '76 and Los Moros y Christianos.*
3. *Faces of Taos.*
4. *La Matanza.*
5. *The Bataan Heroes of Taos.*

Available from project: contact project for information on reproducing the slide/cassette programs.

The major objective of this project was to teach Taos junior and senior high school students about the three major ethnic groups in Taos: the Pueblo Indians (Tiwa), the Spanish surnamed, and Anglo Americans. The project conducted ethnic studies training workshops for grade 7-12 social studies teachers, who in turn helped their students become involved in many ethnic studies activities. Five slide/cassette programs were also developed.

At the beginning of the school year, a workshop was conducted for social studies teachers to sensitize them to the cultural needs of their students; to acquaint them with local Taos ethnic culture; to familiarize them with camera use, film development, and slide shows; and to help them develop student learning activities.

The teachers then went back to their classrooms and involved students in many ethnic studies activities. Students learned many new skills: how to conduct interviews, how to use a 35mm camera and a cassette tape recorder, and how to develop film. Many student groups developed slide presentations on such topics as the history of water usage in Texas, the influence of local churches in community affairs, the four periods of occupation in the Taos area, the architecture of Taos, and arts and crafts of the Taos community. Students developed booklets on folklore and poetry, Spanish proverbs and sayings used in the Taos area, traditions that were brought by the Spaniards which are still practiced today, recipes and food, and a local family's genealogy. Other student activities included interviewing senior citizens about the history of Taos, developing models of historical buildings of Taos and the state of New Mexico, and publishing a pamphlet on clothing that is particular to the Southwest and the Taos area. These student-developed materials are housed in the junior and senior high schools of the Taos area.

The project also produced five slide/cassette programs. *Las Acequias* is a presentation on the irrigation system, explaining

the structure of the "Acequia" from its inception to the present. *La Cienega Harvest Festival of '76 and Los Moros y Christianos* describes the Rancho de Las Golondrinas in La Cienega, New Mexico, and the celebration of the annual Fall Festival. *Faces of Taos* is a look at the different kinds of people who live in Taos, the different seasons, and the community. The traditions surrounding the butchering of a hog are presented in *La Matanza. The Bataan Heroes of Taos* treats the veteran heroes of Taos who fought in the Pacific during World War II in Bataan and who survived the famous "Bataan Death March."

New York

120. DOMESTIC ETHNIC EXCHANGE AND CURRICULUM DEVELOPMENT

American Field Service International
Domestic Programs
313 East 43rd Street
New York, New York 10017

Project Director: Nancy Kelly
Ethnic Group: Multiethnic; American Indians (Choctaw), Cape Verdean Americans, Polish Americans, Scandinavian Americans.
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (7-12)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $40,000.00
Materials/Availability:

Made in USA: Project Ethnic Heritage: Activity and Discussion Guide, by Gary R. Smith (undated).
Available from (1) project: paperbound, 69 pp (includes 5 filmstrip/cassette titles below), $30.00.
(2) ERIC: ED 160 516, 105 pp, microfiche: $0.83/paper copy: $7.82, plus postage.

Five filmstrip/cassettes:
1. *Made in USA: Project Ethnic Heritage.*
2. *Scandinavian-Americans: A Rediscovery.*
3. *Being a Choctaw: Mississippi Band of Choctaw Indians.*
4. *Americans of Polish Descent: The Chicago Experience.*
5. *Cape Verdeans: Strong Ties, Strong People.*

This project involved high school students from four ethnic groups in the development of five filmstrips and learning activities which can be used by members of any group wanting to learn more about their ethnic heritage. The project also sponsored an exchange program for some of the students.

High school students from four ethnic groups were selected to participate in the project: Choctaw Indians from the Southeast, Polish Americans from Chicago, Scandinavian Americans from New York, and Cape Verdean Americans from Rhode Island. Assisted by project staff and by local advisory councils, the students developed and adapted activities which other students could use to examine their own ethnic background. Each of the four student groups also developed a slide presentation on its theme group.

Twenty-five students from each of the four groups were then selected by local advisory boards to participate in the domestic exchange program. Each student was placed with a family of different ethnic group from his/her own. The student lived with the family for a semester and attended school in the new community. Each student was required to show his/her group's slide presentation and give talks on his/her own ethnic background to classes and community groups. A host faculty member helped the student make the presentations and, in addition, field tested the project-developed activities in the classroom.

The activities and slide shows were revised based on the results of the field testing done by the students and host teachers involved in the exchange program. The slide shows were then made into filmstrip programs.

The final project publications comprise a program which can be used with junior and senior high school students and with community persons interested in investigating their own ethnic background and in learning about ethnicity in the United States and the world. Program components include the *Made in USA: Project Ethnic Heritage: Activity and Discussion Guide* and five filmstrip/cassette programs.* The *Activity and Discussion Guide* contains step-by-step directions for the teacher, questions to stimulate classroom discussion, and student worksheets.

In using the four-part program, students first view and discuss the filmstrip program *Made in USA: Project Ethnic Heritage*, which introduces the project and discusses America's renewed interest in ethnic heritage. In the second part of the program, "Ethnicity and Me," students trace their family origins and examine the ethnic component of their family histories.

The program's third part--"Four Ethnic Experiences"--involves students in viewing and discussing the remaining four filmstrips. The filmstrips are intended to serve as case studies to help students compare and contrast their own ethnic experiences with those of other groups and to show them that ethnicity has many meanings to different people. The filmstrip on Scandinavian-Americans illustrates how tracing one's ethnic heritage can lead to a better, more positive understanding of "who we are." The *Being a Choctaw* presentation emphasizes the contrast between old and new ways and the relationship of Indians to the dominant Anglo-culture. The *Americans of Polish Descent* filmstrip emphasizes that most Polish Americans are "Americans first," but also of Polish ancestry. The presentation attempts to parallel general American history with the Polish-American experience in the United States. The fourth filmstrip on the Cape Verdeans is the study of people who are proud of their heritage, and at the same time, diffused within U.S. society.

In the last part of the program--"Ethnicity and Others"--students examine their own views toward ethnicity and ethnic differences.

Students are involved in activities that ask them to clarify and verbalize their values. Other activities in this section ask students to explore the dimensions of ethnicity as a global issue.

121. TASK FORCE TO DEFINE CULTURAL PLURALISM TO DEVELOP AND TEST STRATEGIES FOR ITS EFFECTIVE TEACHING

Anti-Defamation League of B'nai B'rith
Program Division
315 Lexington Avenue
New York, New York 10016

Project Director: Walter Plotch
Ethnic Group: Multiethnic
Subject Area: U.S. History
Audience/Grade Level: Teacher Education (9-12)
Teacher Resources (9-12)
Format: Print
Year Funded: 1974
Amount of Funding: $65,000.00
Materials/Availability:

An Ethnic Dimension in American History: A Unit on Immigration, Industrialization, Urbanization, and Imperialism, 1889-1920 (undated).
Available from (1) project: stapled, 85 pp, $1.50.
(2) ERIC: ED 130 944, 83 pp, microfiche: $0.83/paper copy: $6.32, plus postage.

Pluralism in a Democratic Society, edited by Melvin M. Tumin and Walter Plotch (1977).
Available from Praeger Publishing Company (383 Madison Avenue, New York, New York 10017): paperbound, 248 pp, $17.50.
Although this document was announced in ERIC (ED 133 411), it is not available in microfiche or paper copy from EDRS.

*The filmstrips were not available for preview. All descriptive information provided was obtained from the *Activity and Discussion Guide.*

This project sponsored and published the proceedings of a Pluralism in a Democratic Society Conference. The project also developed a resource guide containing one model unit in American history. This unit demonstrates how history can be taught from a multiethnic perspective.

The purpose of the Pluralism in a Democratic Society Conference, held in April 1975 in New York, was "to confirm that American life consists of a mosaic of different groups, each retaining its own richness and identity and each contributing to the strength and diversity of its tradition." The conference proceedings are contained in the publication *Pluralism in a Democratic Society*. The papers included in the first part of the publication attempt to develop a clear definition of cultural pluralism. The second part of the publication contains papers discussing the best ways to teach and learn about cultural pluralism in the classroom.

The resource guide entitled *An Ethnic Dimension in American History: A Unit on Immigration, Industrialization, Urbanization and Imperialism, 1880-1920,* is designed to provide information about the ethnic dimension in American history and to help the teacher impart this information to students by highlighting (1) the role that each group played in American society and (2) the significant contributions they have made to our cultural diversity. The unit is organized around four themes that are characteristic of the period 1880-1920: immigration and minorities, industrialization, urbanization, and imperialism and the rise of the United States to world power. The guide contains an outline for each theme, together with suggested teaching activities, a selected annotated list of media, and a bibliography for teachers and students. The pattern used in developing each theme is an examination of the situation that existed around 1920. The experiences of Black, Jewish, Mexican, Puerto Rican, Italian, and Asian Americans and American Indians are discussed. Teaching methods include reading assignments, viewing media, classroom discussions, library research, and role playing.

122. JUDAISCOPE

Aqudath Israel of America
5 Buckman Street
New York, New York 10038

Project Director: David Kurangler
Ethnic Group: Jewish Americans
Subject Area: Religious Studies, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (11-16)
Format: Print
Year Funded: 1977
Amount of Funding: $37,840.00
Materials/Availability:

Judaiscope-Artscroll Series (in preparation). Individual working titles as follows:

1. *Jewish Medical Ethnics,* by David Bleich.
2. *Relief and Rescue During the Holocaust,* by David Krangler.
3. *Character Formation of Jewish Ethics,* by Rabbi Blumenfeld.
4. *Jewish Prayer,* by Rabbi Feitman.
5. *Science and Judaism,* by Leo Levi.
6. *Torah and Psychology,* by Melech Press.
7. *Evolution: A Scientific Critique,* by Lee Spetner.
8. *Judaism Looks at Economics,* by Jack Cohen.
9. *Privacy and Jewish Law,* by Ralph Wallin.
10. *Woman and Jewish Law,* by Rabbi Weiselman Moshe.
11. *Teacher's Guide to Judaiscope — Artscroll Series.*
12. *Index to Judaiscope — Artscroll series.*

Available from Art Scroll Publishing Company (1969 Coney Island Avenue, Brooklyn, New York 11223): paperbound and hardbound, cost not yet determined.

This project is in the process of developing a series of ten books which present a traditional Jewish view and perspective on a variety of topics. The series will be accompanied by a teacher's guide and is intended to be used with senior high school students, college students, and adults. The project believes that there is a need for moral and ethical guidelines and a new philosophic system to help persons make major decisions in today's society. It is to this need that the *Judaiscope-Artscroll Series* will address itself. The views presented in the series reflect individual Torah perspectives of a given subject and are not meant as definitive or final pronouncements.

Working titles which reflect the topics treated are: *Jewish Medical Ethics; Relief and Rescue During the Holocaust; Character Formation; Jewish Prayer; Science and Judaism; Torah and Psychology; Evolution: A Scientific Critique; Judaism Looks at Economics; Privacy and Jewish Law;* and *Woman and Jewish Law.*

123. ASIAN INDIANS IN AMERICA

Association of Indians in America, Inc.
663 Fifth Avenue
New York, New York 10022

Project Director: Sondra Sen
Ethnic Group: Indian Americans
Subject Area: Social Studies
Audience/Grade Level: Student Materials (7-12)
Teacher Resources (7-12)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $23,780.00
Materials/Availability:

Introducing the Asian Indians in America, by Sondra Sen (1978). This audiovisual kit contains the following materials.

1. *The Asian-Indian Community in America.* Slide (80)/cassette program.
2. *Asian-Indian Lifestyles.* Slide (80)/cassette program.
3. *The Asian Indians in America: A Teacher's Guide for Use with the Audio-Visual Kit.* Paperbound, 22 pp.

Available from project: available on a loan basis for $15.00. For this $15.00 rental charge you also receive a copy of *The Asian Indian in America: A Curriculum Resource Handbook for Teachers* that you may keep.

The Asian Indian in America: A Curriculum Resource Handbook for Teachers, by Sondra Sen (1978).
Available from (1) project: paperbound, 63 pp, $2.00 ($1.75 per copy for orders of 10 or more).
(2) ERIC: ED 169 190.

The Asian Indians in America project has developed student materials and a curriculum resource handbook for teachers. These materials are intended to provide Americans with an awareness and understanding of Asian Indians. In addition, the developers hope the materials will help Asian Indians achieve a better appreciation of their own cultural heritage and facilitate communication between groups. The meaning and importance of cultural borrowing and the similarities and differences of ethnic experiences are also highlighted.

Two sound/slide presentations constitute the student materials. They are intended primarily for secondary-level students but could be used with younger children and adults as well. *The Asian-Indian Community in America* examines the Asian-Indian experience in America, emphasizing the ways in which this culture group is establishing roots. *Asian-Indian Lifestyles* focuses on the "challenge of adapting to life in a new society" while maintaining aspects of one's cultural heritage. Although a "hero" approach to ethnic studies is used throughout, this section also shows several families and differing lifestyles. The teacher's guide which accompanies the slides contains the script narration as well as specific questions for study and discussion.

The Asian Indians in America: A Curriculum Resource Handbook for Teachers can be used independently of the student materials. It contains sections on the establishment of the Asian-Indian community in America, Asian-Indian lifestyles, cultural borrowing, and contributions and achievements. A few classroom activities and information about sources and resources are also provided.

124. MULTICULTURAL PROJECT FOR URBAN STUDIES IN MIDDLE SCHOOLS

Association for Multiethnic Programs, Inc.
114 Fifth Avenue
New York, New York 10011

Project Director: Max Nadel
Ethnic Group: Multiethnic; Black Americans, Chinese Americans, Irish Americans, Italian Americans, Jewish Americans, and Puerto Rican Americans (in urban settings)
Subject Area: Social Studies
Audience/Grade Level: Teacher Education (7-12)
Teacher Resources (8)
Format: Print
Year Funded: 1976
Amount of Funding: $26,000.00
Materials/Availability:

Teaching Ethnic Experiences in Urban America, edited by Max Nadel (1977).
Available from (1) project: 169 pp, available for cost of postage and handling.
(2) ERIC: ED 147 411, 202 pp, microfiche: $0.83/paper copy: $13.82, plus postage.

Activities in the Multicultural Project for Urban Studies in Middle Schools were conducted in two phases. During Phase 1 a training program offering full scholarships to 15 teachers was conducted through the Department of Social Studies Education at New York University. Part of the instruction provided consisted of lectures by ethnic scholars. During the course, participants created a teacher's manual containing models and recommendations for units and teaching strategies appropriate for 8th-grade urban studies or history programs. Phase 2 of the project was devoted to dissemination of the manual to public and private schools and to a variety of cultural, educational, and social research organizations.

The teacher's manual which was developed consists of units dealing with the Italian community in Bensonhurst, New York, the Irish community in Woodside, New York, and the immigrant experience in literature. Other parts of the manual provide lessons based on student compositions and investigation and interpretation. A short, annotated bibliography is also provided. The major focus of the manual is on helping teachers develop materials which will introduce the concept of cultural pluralism into traditional 8th-grade American history courses.

The program starts with an in-depth examination of one urban ethnic community and then branches out to other ethnic communities. Among the cultural elements that are explored are family structure, change, education, religion, recreation, identity, conflict, and conflict resolution. Historical elements are reasons for immigration, values, impact of ethnic populations, ethnic contributions, and ethnic populations in wars. The sociological elements are economic activity, class, spatial relationships, common goals, transportation, extent of crime, and adjustment. The developers suggest that the outlines of lessons and strategies will provide a model that any teacher can emulate.

125. SCANDINAVIAN-AMERICAN ETHNIC HERITAGE CURRICULUM STUDIES

Board of Cooperative Educational Services
42 Triangle Center
Yorktown Heights, New York 10598

Project Director: George Simpson
Ethnic Group: Scandinavian Americans; Danish Americans, Finnish Americans, Norwegian Americans, Swedish Americans
Subject Area: Social Studies, U.S. History
Format: Print
Year Funded: 1976
Amount of Funding: $38,000.00
Materials/Availability:

Immigration and Contribution of Famous People: Denmark (undated).
Available from (1) George Simpson (State University of New York, Room 101, Old Main, New Paltz, New York 12561): stapled, unnumbered pages, available for cost of postage.
(2) ERIC: SO 012 395.

Immigration and Contributions of Famous People: Finland (undated).
Available from (1) George Simpson: stapled, unnumbered pages, available for cost of postage.
(2) ERIC: SO 012 396.

Immigration and Contributions of Famous People: Norway (undated).
Available from (1) George Simpson: stapled, unnumbered pages, available for cost of postage.
(2) ERIC: SO 012 394.

Laps and Lapland (undated).
Available from (1) George Simpson: stapled, unnumbered pages, available for cost of postage.
(2) ERIC: SO 012 397.

Teacher's Booklet: The Construction and Utilization of Learning Kits (undated).
Available from (1) George Simpson, stapled, unnumbered pages, available for cost of postage.
(2) ERIC: SO 012 393.

Scandinavian Ethnic Curriculum Studies: Senior High School Topics, by George C. Simpson (undated).
Available from (1) Valhalla High School (Attn: Dr. Richardson, Columbus Avenue, Valhalla, New York 10595): 2-hole bound, unnumbered pages, available for cost of postage.
(2) ERIC: SO 012 398.

The purpose of this project was "to improve student understanding and appreciation of Scandinavian immigration." Many activities were undertaken.

Two university graduate courses were offered in Scandinavian Ethnic Studies; 69 students participated. Course topics included a history of Scandinavia, contributions to America of Scandinavian immigrants, multiethnic approaches to teaching, and customs and holidays of Scandinavia.

The project sponsored two multiethnic studies workshops in New York City, District #20–one with elementary school principals and one with junior high school principals. Evaluations indicated that the workshop participants thought that the workshops were "excellent."

Presentations about ethnic studies materials were made at two conferences: (1) the New York State School Boards Convention held in Niagara Falls and the (2) National Association of Secondary School Principals Annual Convention in New Orleans.

The project also developed materials for use by students and/or teachers at the elementary, middle, and high school levels.

The elementary-level materials are:

1. *Immigration and Contributions of Famous People: Denmark.*
2. *Immigration and Contributions of Famous People: Finland.*
3. *Laps and Lapland.*
4. *Immigration and Contributions of Famous People: Norway.*

Each of these four sets of papers contains background information for teachers on the immigration history of the ethnic group and the contributions of its members.

The intermediate-level material developed by the project is a *Teacher's Booklet on the Construction and Utilization of Learning Kits.* The guide provides a description of how teachers can engage their classes in both the construction and utilization of learning kits. A "Learning Kit" is defined as a "project with additional dimensions–purpose, procedure, information booklet and evaluation. It is created by a student to foster learning as well as to serve as an attractive and informative learning experience for other students." The teacher's booklet is divided into

the following major sections (1) "Preliminary Preparation," (2) "Introductory Lesson," (3) "Skill Utilization," (4) "Construction," and (5) "Kit Utilization." Each section contains suggestions for the teacher, along with specific examples for illustrative purposes. The examples are taken from a social studies unit entitled "The Iroquois Culture."

The publication *Scandinavian Ethnic Curriculum Studies: Senior High School Topics* contains six units of study which can be integrated into established U.S. history courses at grade 11. Topics treated are: conditions in the home country; the crossing and opportunities in America; where did the newcomers settle?; immigrants adjust to a new life; immigrants help create a new American society; and Scandinavian Americans contribute to America. Students are involved in many activities including reading case studies, interviewing immigrants, analyzing demographic data, viewing and discussing filmstrips, writing essays, and reading books.

126. ETHNIC THEATER: SPRINGBOARD FOR A MULTIETHNIC CURRICULUM

Bronx Community College
Center for Continuing Education and Community Services
University Avenue and West 181st Street
Bronx, New York 10453

Project Director:	John Bragin
Ethnic Group:	Multiethnic
Subject Area:	Art, Bilingual Education, Dance, Drama, Language Arts, Physical Education, Social Studies
Audience/Grade Level:	Teacher Education (9-12)
Format:	Nonprint
Year Funded:	1976
Amount of Funding:	$42,000.00

Materials/Availability:

Ethnic Theater: Springboard for a Multiethnic Curriculum. Series of five videotaper.
Not available.

This project involved high school teachers and students from one target school in multiethnic activities. The first project activity involved training eight social studies, language arts, drama, dance, and physical education teachers to team-teach ethnic theater and dance workshops for students. The project also designed a social studies course using a cross-cultural humanities approach.

One hundred and thirty-six students in grades 9-12 took the social studies course and participated in either the ethnic theater or dance workshops. In the social studies course students examined 15 "universal focus issues" from a cross-cultural perspective. Issues including rites of passage, child-rearing, courtship, kinship, death and dying, and love and marriage were examined and treated dramatically through student scripts.

In the ethnic theater workshops students wrote and produced one-act plays based on their own ethnic/cultural experiences. Students learned how to capture the character of someone from another culture through an understanding of that culture's language, music, sense of humor, rhythm, dynamics, gesture vocabulary, and cultural subtexts. The ethnic dance workshops were organized around three activities: (1) cross-cultural playwriting; (2) ensemble, rotating repertory theater techniques; and (3) production of student plays in a variety of formats from fully staged productions to staged readings, readers' theatre, and radio plays.

Professional artists from ethnic dance companies and a cross-cultural resident theater in New York served as instructors in the workshops. They designed their lecture/demonstrations around the "universal focus issues" of the ethnic social studies course. Students attending these workshop sessions then gave these same lecture/demonstrations to other students throughout the school. Evaluations of the social studies course and the two workshops were so positive that these three components of the project are being continued at the target school.

Five videotapes containing a project description were produced for use at educational conferences and inservice workshops. The first tape introduces and describes the project through a round-table discussion. The second videotape contains a lecture demonstration by Pauline Koner, distinguished American choreographer whose company was in residence with the project, on building ethnic/cross-cultural dance curriculum around gestural vocabulary. A lecture/demonstration by the Chuck Davis Afro-American Dance Company on the linkage between sample topics of the ethnic social studies course and the dance and drumming traditions of West Africa is contained on the third tape. Tape 4 is a presentation of student work produced by the project. The fifth tape is a sample social studies lesson examining the preservation of traditional culture in an adopted homeland.

127. ETHNIC HERITAGE CURRICULUM DEVELOPMENT PROJECT

Joint project of:
Buffalo City Schools System (BCSS)
712 City Hall
Buffalo, New York 14202
and
New York State University (NYSU)
College at Buffalo-Research and Development Complex
1300 Elmwood Avenue
Buffalo, New York 14222

Project Directors:	Marilyn Rosenblat (BCSS) and Tom Clayback (NYSU)
Ethnic Group:	Italian Americans, Jewish Americans, Polish Americans, Puerto Rican Americans, Ukrainian Americans
Subject Area:	Computer-Assisted Instruction
Audience/Grade Level:	Teacher Education (7-16) Teacher Resources (7-16)
Format:	Computer Printouts
Year Funded:	1974
Amount of Funding:	$75,000.00

Materials/Availability:

"Computer Based Resource Guide," computer file.
Available from project: access to the computer file is available at New York State University. Users should ask for a "Computer Based Resource Guide: Request Form." Having completed and returned this "Request Form," clients will receive a computer printout of bibliographical/instructional information geared to his/her interests and objectives. Cost: $13.75 per search.

This project collected and developed ethnic studies materials and activities treating Italian Americans, Jewish Americans, Puerto Rican Americans, Polish Americans, and Ukrainian Americans. The information collected and materials developed were entered into a computer file and made accessible via computer terminals to secondary-level students and teachers in the Buffalo City Schools System and to college students and professors at New York State University.

To provide background information for students and teachers, the project staff wrote concise descriptions of each of the five ethnic groups. The descriptions include a discussion of social customs, family life, holidays, religious influence on the culture, and contributions which ethnic group persons have made to the American culture. Staff also wrote varied ethnic activities which involve students in role playing, writing plays, interviewing ethnic politicians, sponsoring an art festival, preparing family trees, conducting surveys, and doing library research. Also prepared by the project were annotated bibliographies of print and nonprint materials dealing with the five ethnic groups, a list of ethnic studies objectives, and measuring devices.

All of this information--background descriptions, student activities, annotated bibliography, objectives, and measuring devices--was entered into a computer file. Secondary- and college-level students and professors had access to the information via computer terminals. Workshops were conducted to teach students and teachers how to retrieve a resource unit of bibliographical/instructional information geared to their needs and objectives.

128. CURRICULUM DEVELOPMENT PROGRAM IN COMPARATIVE ETHNICITY

City University of New York
CUNY Research Foundation

Convent Avenue at 138th Street
New York, New York 10031

Project Directors: Moyibi Amoda and Paul Ritterband
Ethnic Group: Multiethnic; Arab Americans, Black Americans, Chinese Americans, Filipino Americans, Indian Americans, Japanese Americans, Jewish Americans, Korean Americans, Pakistani Americans, Puerto Rican Americans, Slavic Americans, Vietnamese Americans
Subject Area: All Areas, Social Studies/Social Sciences
Audience/Grade Level: Student Materials (11-16)
Teacher Resources (9-16)
Format: Print
Year Funded: 1974
Amount of Funding: $60,000.00
Materials/Availability:

Asians in America: An Annotated Bibliography of Selected Reference Works, by T. K. Tong (1975).

Crisis and Response: The Emergence of Modern Jewish Politics in Russia (undated).

Hegemonic Ethnicity: Implications of the Black Component (A Prospectus on the Tricentennial: A Criticism of the Bicentennial), Volumes I and II, by Moyibi Amoda (undated).

Introduction: Ethnicity and the Thematic Commitment of Western Social Science (undated).

Puerto Ricans in Continental United States: A Bibliography Selected and Annotated, by Rene Velazquez (undated).

Slavs in America: A Selected Bibliography, by Peter Goy (1975).

None of the project materials are available.

This project developed four bibliographies, a criticism of the Bicentennial, and a collection of readings. All of the materials are intended for teacher reference and for advanced high school and college students.

Three of the bibliographies deal with specific ethnic groups: (1) *Asians In America,* (2) *Puerto Ricans in Continental United States,* and (3) *Slavs in America.* Bibliographies, books, journal articles, and pamphlets are cited. Some of the entries are annotated. The bibliography on Asians includes a general bibliography and separate bibliographies on Chinese, Japanese, Korean, Filipino, Vietnamese, Indian, Pakistani, and Arab Americans. The fourth bibliography, *Introduction: Ethnicity and the Thematic Commitment of Western Social Science,* cites significant social science materials in the area of ethnicity. An introduction to this bibliography also discusses the topic of ethnicity and its implications for social scientists.

The publication *Crisis and Response: The Emergence of Modern Jewish Politics in Russia, 1881-1907* is a collection of documents which examine the response of the Jewish people--primarily in Russia but also in the West--to the revolutions, programs, and major political and social movements of the years 1881-1914. The documents were collected for use in a college course on the emergence of the modern Jew.

The publication *Hegemonic Ethnicity: Implications of the Black Component* discusses a variety of topics. Included among these are: (1) the importance of heritage, (2) being Black in the world: the explication of the parameters of the problems, (3) ethnic and racial inequality, (4) Black power and ethno-racial development, (5) unity and the development of ethno-racial nationalism, (6) authority and identity, (7) institutional identity and the quest for founding fathers, (8) the historiography of decolonization, (9) Black studies and the academics of educational ideology, (10) education for Blacks at City College of New York, and (11) the crisis of the eurocentric American intellectual class.

129. PROGRAM FOR ACHIEVEMENTS IN CHINESE ETHNIC STUDIES

Community School District 2-M
210 East 33rd Street
New York, New York 10016

Project Director: Jacob G. Wong
Ethnic Group: Chinese Americans
Subject Area: Bilingual Education (Chinese), Social Studies
Audience/Grade Level: Student Materials (1-9)
Teacher Education (1-9)
Format: Print
Year Funded: 1977
Amount of Funding: $48,142.00
Materials/Availability:

Chinese Cutlural Activities, Volumes I and II (1977).
Available from project: paperbound, Volume I--47 pp, Volume II--41 pp, limited number available for cost of duplication.

Chinese New Year, by Teresa Kou and Stella Chou (1979).
Available from project: paperbound, 49 pp, limited number available for cost of duplication.

Chinese Women in History and Legend, Volumes I and II (undated).
Available from project: paperbound, Volume I--30 pp, Volume II--32 pp, limited number available for cost of duplication.

Ching Ming Festival (1978).
Available from project: paperbound, 21 pp, limited number available for cost of duplication.

The Story of Yung Wing (undated).
Available from project: paperbound, 20 pp, limited number available for cost of duplication.

Year of the Horse, by Teresa Kou and Stella Chou (1978).
Available from project: paperbound, 35 pp, limited number available for cost of duplication.

This project developed curriculum materials on Chinese Americans for use in elementary and junior high schools in New York City's Chinatown. The project also conducted workshops to train teachers to use the materials and sponsored many ethnic cultural activities for students. The objectives of the project were to enrich and enhance Chinese American students' ethnic pride and identity, to encourage their self-confidence, to improve their understanding of other ethnic groups, and to improve family relationships by promoting understanding between children and parents.

Several booklets were developed, field tested, and revised. *Chinese Cultural Activities,* Volumes 1 and 2, describe popular Chinese American ethnic activities and provide instructions telling teachers how to conduct them. The booklets also contain plays and Chinese American songs for children to present in the classroom. The illustrated book *Ching Ming Festival* describes in both Chinese and English the various customs connected with one of the most important festivals in Chinese life. A third publication, *The Story of Yung Wing,* describes bilingually the life story and contributions of Yung Ming, the first Chinese to come to the United Stated for an education. The *Year of the Horse* booklet contains recipes (in English) of dishes with which the Chinese traditionally celebrate New Year's. The booklet concludes with a short bibliography which provides further references to Chinese dishes.

Volumes I and II of *Chinese Women In History and Legend* contain stories (in English and Chinese) of prominent women in Chinese history and legend. The final booklet developed by the project, *Chinese New Year,* provides, in English, an introduction to the Chinese language, both spoken and written. It also explains the traditional Chinese art of paper cutting, its characteristics, and themes.

The project conducted sessions to train teachers to use the materials. After-school workshops were held once every two weeks. Teachers and project staff also participated in college-credit courses offered by Seton Hall University.

The project sponsored many ethnic cultural activities for students. Cultural assembly programs were held. Ethnic performances by the district's pupils in these assembly programs were shown on local television stations. Two children's festivals were presented at the Yung Wing School. Students also made numerous trips to cultural centers and museums for cultural enrichment, learned ethnic folk dances and songs, and participated in theatrical productions of historical events and literary works of different ethnic backgrounds.

130. THE ETHNIC PRESS IN WESTCHESTER: UNTAPPED RESOURCES FOR A SUBSTANTIVE MULTI-CULTURAL CURRICULUM

Council for the Arts in Westchester
White Plains Railroad Station
White Plains, New York 10606

Project Director: Steven Goldshore
Ethnic Group: Multiethnic
Subject Area: All Areas, Art, Social Studies
Audience/Grade Level: Teacher Resources (K-6)
Teacher Education (K-6)
Format: Print
Year Funded: 1977
Amount of Funding: $45,237.00
Materials/Availability:

Cultural Arts Handbook, by Kathleen A. Pistone (1978).
Available from (1) project: 3-hole-punched, unnumbered pages, available for cost of duplication ($0.03 per page).
(2) ERIC: SO 012 435.

The Ethnic Heritage Studies Program: The Ethnic Press in Westchester: Untapped Resources for a Substantive Multicultural Curriculum, by Joseph Pizzello et al. (1978).
Available from project: 3-hole-punched, unnumbered pages, available for cost of duplication ($0.03 per page).

This project undertook a number of activities. A repository and archives for the collected ethnic press of Westchester County, New York, were established at the Library of State University of New York at Purchase. The repository/archives are to be used as a resource and training center for public school teachers involved in multicultural education.

A second project activity involved eight elementary-level cultural teachers in workshops designed to expand their perception and understanding of multicultural education. In the workshops, teachers were introduced to two publications developed by project staff.

The first publication, entitled *The Cultural Arts Handbook*, contains activities which teachers can use in grades K-6 to introduce students to the fine arts of various ethnic groups. Students learn about a paper craft invented by the Chinese by making honeycomb fans. Other activities involve them in making Czechoslovakian handkerchief dolls, Greek straw paintings, and Irish fabric paintings.

The second publication--*The Ethnic Heritage Studies Program: The Ethnic Press in Westchester: Untapped Resources for a Substantive Multicultural Curriculum*--contains seven units of study to help students in grades K-6 learn to value human dignity and understand multiculturalism. Topics treated in the units (by grade level) are: the dignity of man (kindergarten); families and heroes in the Yonkers community and Westchester County (grade 1); living together and rituals (grade 2); the concept of authority (grade 3); role relationships in a variety of cultures (grade 4); past, present, and future immigrants and the search for family resources (grade 5); and multiculturalism and the social organization that maintains families in Yonkers and Westchester County (grade 6). Students read and discuss books, view filmstrips and films, listen to guest speakers, role play, take field trips, cook ethnic food, make bulletin boards, and learn folk dances.

131. THE ESTONIAN AMERICAN ETHNIC HERITAGE STUDIES PROGRAM

Estonian Learned Society
Estonian House
243 East 34th Street
New York, New York 10016

Project Director: Tonu Parming
Ethnic Group: Estonian Americans
Subject Area: All Areas, Dance, Foreign Languages (Estonian), Music, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (9-16)
Teacher Resources (9-16)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $35,000.00
Materials/Availability:

A Bibliography of Sources Dealing with the Estonians in America (1976).
Not available.

The Estonian Heritage In America, Volumes 1 and 2 (1976).
Not available.

Estonian Music for Children's and Youth Choruses and Orchestras, by the Estonian Schools Center and the Esto-Atlantis Youth Choir (1976).
Not available.

Tuulemaa (1976). Available in English or Estonian.
Not available

The Estonian Heritage.
Available from project: 16mm film, 50 minutes, available on loan.

The Estonian Heritage.
Available from project: slide/cassette program, 15 minutes, available on loan.

This project established an Estonian Archives Research Center, trained a group of ethnic youth leaders, and developed resource materials on Estonian Americans for use by secondary and college-level teachers and students and adult and community persons.

One of the project's activities was to improve the Estonian American collection of the Estonian Archives in the United States, located in Lakewood, New Jersey. English-language materials dealing with Estonian topics and Estonian American periodicals, newspapers, and pamphlets were purchased. The major Estonian American newspaper was microfilmed, and Estonian American organizational archives and files were acquired. The project also acquired and gave Estonian American sheet music, programs of concerts and other musical events, articles, and other materials dealing with music to the Estonian Music Center in New York City to help the center strengthen its music collection.

Another project activity was the training of "ethnic youth leaders" in the area of folk dance and modern rhythmic gymnastics. Fifty-two folk dance instructors and group leaders participated in a training session in New York City. The seminar included instruction in folk-dancing techniques and in the area of folk clothing. Additionally, a larger training session on a national basis was conducted, with approximately 200 individuals participating; 16 national folk dance groups were represented. Various training sessions were held in modern rhythmic gymnastics as well. Both the Estonian American folk dancers and the rhythmic gymnasts participated in a major public display of their heritage in Baltimore in conjunction with the Bicentennial.

A number of publications dealing with Estonian Americans were also developed by the project. *A Bibliography of Sources Dealing with the Estonians in America* cites serials, pamphlets, books, and journal articles which deal with Estonians in America. The materials listed are from all parts of the world. Titles are translated into English. *Tuulemaa* is a handbook of selected Estonian folk dances and music. The handbook is available in English or in Estonian. The two-volume publication *The Estonian Heritage in America* discusses the emergence of an organized Estonian American community and examines various aspects of Estonian American cultural life, including music, theatre, folk dancing, and modern rhythmic gymnastics. The last of the project's publications contains the scores of *Estonian Music for Children's and Youth Choruses and Orchestras*. It is intended as training material for children's choruses and orchestras which might be interested in maintaining and furthering Estonian music in the United States.

The project also developed two pieces of media.* The 16mm film *The Estonian Heritage* is a 50-minute commentary (in Eng-

*These materials were not available for preview. All descriptive information was obtained from the project's final report.

lish) which examines the Estonian American community and its heritage. The slide/cassette program *The Estonian Heritage* is a 15-minute presentation (in English) of Estonian American culture and history.

132. STRIDE: SPECIFIC TEACHING RESOURCES FOR THE INTRODUCTION AND DEVELOPMENT OF ETHNIC STUDIES

Freeport Public Schools
235 North Ocean Avenue
P.O. Box 50
Freeport, New York 11520

Project Director: Alonzo H. Schockley, Jr.
Ethnic Group: Multiethnic
Subject Area: Computer-Assisted Instruction
Audience/Grade Level: Teacher Resources (K-8)
Format: Computer Printouts
Year Funded: 1975
Amount of Funding: $35,000.00
Materials/Availability:
"Computer Based Resource Guide." computer file.
Available from New York State University (College at Buffalo-Research and Development Complex, 1300 Elmwood Avenue, Buffalo, New York 11422): Users should ask for a "Computer Based Resource Guide: Request Form." Having completed and returned the "Request Form," the client will receive a computer printout of biographical/instructional information geared to his/her interests and objectives. Cost: $13.75 per search.

This project collected and developed ethnic studies materials and activities about persons from various ethnic groups who contributed to U.S. history.* The information collected and materials developed were entered into a computer file and made accessible via computer terminals placed in schools to K-8 teachers and 7th- and 8th-grade students in the Freeport Public Schools.

The project first identified 50 well-known persons in U.S. history. The following ethnic groups are represented: Black Americans, Irish Americans, American Indians, Indian Americans, Italian Americans, Spanish Americans, English Americans, Slavic Americans, Jewish Americans, Greek Americans, German Americans, and Scandinavian Americans. They then wrote brief biographical sketches of each individual, compiled annotated bibliographies of print and nonprint materials dealing with these persons for use in grades K-8, and developed small-group, classroom, and individual activities that teachers could use to teach about the various individuals. Evaluation techniques and specific objectives were also developed.

All of this information--biographic sketches, bibliographies, suggestions for activities, and evaluation techniques--was entered into a computer file. Teachers in grades K-8 and 7th- and 8th-grade students had access to this information via computer terminals placed in the schools. Class presentations and inservice workshops were conducted to teach teachers and students how to retrieve a resource unit of biographical/instructional information geared to their needs and objectives.

133. PROGRAM DEVELOPMENT FOR PUBLIC SERVICE ETHNIC AFFILIATE ASSOCIATIONS

John Jay College of Criminal Justice
Office of Special Programs
444 West 56th Street
New York, New York 10019

Project Director: Charles A. Bahn
Ethnic Group: Black Americans, German Americans, Irish Americans, Italian Americans, Jewish Americans, Puerto Rican Americans
Subject Area: Art, History, Literature, Sociology
Audience/Grade Level: Adult/Community Education
Public Service Ethnic Affiliate Associations
Format: Not Applicable
Year Funded: 1976
Amount of Funding: $33,000.00
Materials/Availability:
No materials were developed.

This project sponsored courses and cultural events for the members of affiliated ethnic organizations of public service agencies in New York City. The project also collected descriptive information on members of these groups. Because of the special mission of John Jay College, the main emphasis was on ethnic groups within such public safety agencies as police, fire, sanitation, probation, corrections, courts, and the various criminal justice departments. The participating organizations included the Barzel Society, the Council of Jewish Organizations in Civil Service, the Columbia Association, the Emerald Society, the Negro Benevolent Association, the Praetorian Society, the Pulaski Association, the Sentinel Society, the Shomrum Society, the Steuben Association, the Tribune Society, and the Vulcan Society. Many ethnic groups were represented, including Black Americans, German Americans, Puerto Rican Americans, Irish Americans, Italian Americans, Jewish Americans.

In order to determine what types of projects would best meet the needs of the various groups, questionnaires were sent to the membership of the participating ethnic societies. Of the 17,000 questionnaires sent out, only 400 were returned; of these 400, many were so hastily filled out that they were unusable. This poor return rate was attributable to the fact that the survey was conducted during the height of the New York City fiscal crisis, at a time when the members were very concerned with the sudden threat to their job security. According to the project's final report, it was not the ideal time to ask people to consider what cultural programs might interest them.

A summary of the survey data shows that a typical member of the ethnic societies within the public safety agencies is a married man in his thirties or forties with two or more children. He is a third-generation American with more than 10 years experience on his job, and has been a member of his ethnic society for more than five years. The typical member of these societies sees the two main purposes of the organization as fraternal and cultural. The events he would most like to participate in are lectures on his ethnic heritage in the subject areas of history, language, and politics. He tends to be extremely loyal toward the membership of his organization and would like to take part in more events which are ethnically oriented.

Based on the results of the survey, numerous ethnic studies courses were designed and taught at John Jay College of Criminal Justice for members of the various groups. These included courses in: Black Studies (Black Studies 212, African-American History; Black Studies 265, History of African Family Laws and Society; and Black Studies 232, Diaspora Literature); German Studies (Criminal Justice in German Literature); Hispanic Studies (Puerto Rican History 101, Early History of Puerto Rico; Puerto Rican History 293, History of the Caribbean); Irish Studies (Sociology 101, Introductory Sociology; History of Irish Immigration in the United States); Italian Studies (History 111, History of Italian Civilization); and Jewish Studies (Art 201, Art in New York). Many of the courses involved field trips, festivals, and other cultural activities which were open to the general public.

134. STORIES MY FAMILY TOLD ME. . .AN ETHNIC HERITAGE STUDIES PROJECT

New York Board of Education
Division of Educational Planning and Support
Center for Library, Media and Telecommunication
131 Livingston Street
Brooklyn, New York 11201

Project Director: Morris Freedman

*The actual materials and activities were not available for analysis. The information for this project description was obtained from the project's final report.

Ethnic Group: Multiethnic; Black Americans, Chinese Americans, Italian Americans, Japanese Americans, Puerto Rican Americans, West Indian Americans
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Student Materials (9-12)
Teacher Resources (9-12)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $39,763.00
Materials/Availability:

Stories My Family Told Me. Series of 15 cassette tapes and a teacher's manual. Individual titles as follows:

1. *Born to Fly.*
2. *Escape to America.*
3. *Escape from Yokohama.*
4. *The Family.*
5. *Grandfather Was a Caddy.*
6. *Last Day in Kau-Min.*
7. *The Last Words.*
8. *Leaving Home.*
9. *The Lesson.*
10. *Memories of Diane.*
11. *Miska.*
12. *Once There Was a War in Italy.*
13. *The Price of Freedom.*
14. *Suenos.*
15. *A Year Too Late.*

Available from project: $25.00 for each cassette (includes teacher's manual listed below).

Stories My Family Told Me: A Kit to Help Students Research and Write Radio Scripts About Their Ethnic Heritage, by Anne Grant (undated).

Available from (1) project: free with cassettes (included in $25.00).
(2) ERIC: SO 012 324.

In this project, high school students wrote radio scripts about their ethnic heritage. A manual to help teachers assist other students research and write radio scripts about their ethnic background was also developed.

The project engaged ethnic writers to conduct five workshops for creative writing teachers and their students. Following the workshops, with the assistance of teachers and project staff, the students interviewed parents, older people in their neighborhoods, grandparents, aunts, and uncles, concerning their ethnic background and favorite stories of their childhoods. The students then converted the stories into radio scripts. Fifteen of the scripts submitted by students were selected for production. The stories made available on cassette tapes and the ethnic groups represented are: *Born to Fly* (Italian American); *Escape From Yokohama* (Japanese American); *Escape to America* (Jewish American); *The Family* (Black American); *Grandfather Was a Caddy* (Jewish American); *Last Day in Kau-Min* (Chinese American); *The Last Words* (West Indian American); *Leaving Home* (Black American); *The Lesson* (Puerto Rican American); *Memories of Diane* (Puerto Rican American); *Misha* (Jewish American); *Once There Was a War in Italy* (Italian American); *The Price of Freedom* (Chinese American); *A Year Too Late* (West Indian American); *Suenos* (Puerto Rican American). The stories from the series were broadcast in New York City.

To assess the benefits of the project for student writers, questionnaires were sent to students whose scripts were selected for production. Approximately half of these students felt that their family had become closer as a result of the project. All but one student indicated that they felt closer to members of their own ethnic group after completing the project.

Four of the cassette tapes were also field tested with 106 students in four 11th-grade classes in two schools. Questionnaire results indicate that a majority of the students learned new things about the group portrayed in the tape they heard in class.

The teacher's manual developed by the project contains several sections. The first section discusses how to research family history. How to conduct an interview and specific questions to ask are included in the second section. The third and final section deals with how to produce the radio program and includes a description of how to write an outline and how to begin a script. A sample script is included.

135. THE CARIBBEAN-AMERICAN EXPERIENCE: THE RECENT BLACK IMMIGRANT

New York City Board of Education
Center for Humanities and Arts
131 Livingston Street
Brooklyn, New York 11201

Project Director: Judith Burgess
Ethnic Group: Caribbean Americans
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (9-12)
Teacher Education (9-12)
Teacher Resources (9-12)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $33,000.00
Materials/Availability:

Caribbean American Experience: The Recent Black Immigrant. This audiovisual kit contains the following items:

1. *Caribbean-American Experience — The Recent Black Immigrant.* Filmstrip or slide/cassette.
2. *Caribbean American Community Scenes.* Slides.
3. *Oral History Tapes.* Four cassette tapes of interviews with a spectrum of Caribbean Americans.
4. *Shango de Ima.* ¾" video cassettes of a Caribbean folk play.

Available from project: available on loan.

The Caribbean-American Experience: The Recent Black Immigrant (1978).
Not available.

With the assistance of secondary students and teachers and community ethnic organizations, this project developed a multimedia kit containing a filmstrip, slides, oral interviews, a videotape, and kit lesson plans dealing with the Caribbean Americans. Workshops were conducted to train high school teachers to use the materials. The kit can also be used with adult and community persons.

The color filmstrip/cassette program (also available as a slide program), entitled *Caribbean-American Experience: The Recent Black Immigrant,* discusses how the ethnic, cultural, social, and economic history of the Caribbean have shaped present conditions on the island and how those conditions have motivated many islanders to come to the United States. The filmstrip also talks about the many contributions which Caribbean Americans have made to the American culture.

Oral history research was an important activity of the project. Students from Wingate High School were trained to conduct oral history interviews and to use tape recorders and cameras. The students taped interviews with Caribbean Americans of various professions. The cassette tapes containing the interviews are a component of the audiovisual kit.

Another kit component is the videotape *Shango de Ima,* a Caribbean folk play which was presented at Wingate High School by students trained by a professional director of the Caribbean American theatre. The play was also presented to the Wingate community and videotaped for and aired on television.

The final media component of the kit is a set of color slides of "Caribbean American Community Scenes." The booklet *The Caribbean-American Experience: The Recent Black Immigrant* contains lesson plans for use with high school students. The lessons are organized by three main themes: (1) Caribbean background; (2) why Caribbean Americans came to the United States; and (3) the American experience - economics, politics, and social structure. Each lesson contains a brief reading, which students are expected to read and discuss. Students are also involved in such other activities as writing a play or short story, filling in maps, telling folk stories, and conducting research. A bibliography of additional resources is also included in the booklet.

136. TRAINING OLDER ADULTS AS PEER TEACHERS IN ETHNIC STUDIES

New York City Community College
Division of Continuing Education
300 Jay Street
Brooklyn, New York 11201

Project Director:	Peter W. Oppenheimer
Ethnic Group:	Multiethnic
Subject Area:	Social Studies
Audience/Grade Level:	Adult/Community Education
Format:	Not applicable
Year Funded:	1977
Amount of Funding:	$43,139.00
Materials/Availability:	

Because this was a training project, no materials were developed.

This project trained 115 senior citizens in the Brooklyn, New York, area to serve as a resource to schools, their peers, and other ethnic groups. The purpose of the program was "to expand knowledge of different heritages as a means of increasing understanding and cooperation among ethnic groups."

The older adults attended a 15-week course. In the first half of the course, the participants explored their own cultural background and that of five other ethnic groups. They learned about the history and culture of Jewish, Italian, Black, Hispanic, and Chinese Americans through readings, films, maps, recordings, and photo essays. The senior citizens were involved in many classroom discussions in which they reflected upon their personal background and experiences and shared their attitudes and feelings. Field trips which served to link ethnic heritage studies to resources within the community were also an integral part of the course.

The second half of the course was devoted to the development and practice of techniques and strategies for sharing knowledge and values in ethnic heritage. Class sessions were structured around a series of exercises which prepared the senior citizens to work in teams as teachers, consultants, and panel members in group discussions.

As a result of the course, the senior citizens were involved in a number of activities that brought the program directly to the community. One activity involved the senior citizens with 6th-grade students and the Brooklyn Public Library. Through films, selected readings, a variety of illustrated materials, and discussion, librarians who met weekly with 6th-grade students and teachers developed themes related to immigration and the experience of different ethnic groups in America. Followup discussions, school work, and other activities stimulated interest and awareness, generated questions, and prepared students for a meeting with the senior citizens. Each group of 6th graders, ranging from six to ten students, met with a panel of three or four older adults of different ethnic background. The interchange that followed began with the senior citizens responding to the questions raised by the young students.

The "intergenerational" dialogue was followed by two more interchange activities. In the first activity, senior citizens assisted students in developing a pictorial history of the neighborhood by tracing changes in living patterns, houses, transportation, and other areas as times changed and different groups settled in the area.

137. ITALO-AMERICAN CURRICULUM STUDIES

New York State Education Department
Bureau of Social Studies Education
Washington Avenue
Albany, New York 12224

Project Director:	Josephine Dana
Ethnic Group:	Italian Americans (New York, Brooklyn)
Subject Area:	Anthropology, Social Studies
Audience/Grade Level:	Student Materials (K, 1, and 12) Teacher Resources (12)
Format:	Print
Year Funded:	1974
Amount of Funding:	$70,000.00
Materials/Availability:	

Anthropology: Focus upon Ethnic Studies, by the University of the State of New York, The State Education Department (1979).

Available from ERIC: SO 012 166.

Families, Ways, Places (in preparation).

Italo-American Supplement (working title) (in preparation).

These two products will be available from the project when complete.

All materials developed by this project will be automatically distributed to all public and private elementary and secondary schools in New York state. The materials will also be entered in the ERIC system. Any educational institution may reprint the materials or any part thereof, provided written authorization is obtained from the New York State Education Department and the reprinting contains the statement, "Reprinted with the permission of the New York State Education Department" or words to that effect. All requests for authorization for reproduction should be directed to Dr. Gordon VanHooft, Director, Division for Curricular Services, New York State Education Department, Albany, New York 12234.

To date, this project has developed one publication, entitled *Anthropology: Focus Upon Ethnic Studies.* Other publications are forthcoming.

Anthropology: Focus Upon Ethnic Studies is a guide to help teachers implement a semester- or year-long anthropology course for 12th graders. Emphasis in the course of study is on the different ways that people have solved problems and adapted to the world in which they lived or are living. The guide is organized by unit topics: (1) the nature of anthropology, (2) environment and technology, (3) the economic system, (4) courtship and marriage, (5) social organization: family and community, (6) social organization: systems of social stratification, (7) governing and the social order, and (8) ideology.

For each topic, the guide provides questions for the teachers to ask to help students reach an understanding of the topic. To help students answer the questions, the guide then cites activities for students to undertake or case studies, pictures, and anecdotes from anthropology texts that students can analyze. For example, in the unit on the nature of anthropology, teachers ask the question "How does the average tourist react to different foods, a different pace of life or unfamiliar customs in another culture?" To answer this question students were expected to conduct interviews with people who have traveled in South America, Africa, Asia, or Europe recently.

Throughout the course students are referred to an *Italo-American Supplement.** This is a collection of readings from diaries and interviews recorded in Italy and Brooklyn which illustrate some of the ethnic cultural characteristics. This supplement is currently under preparation and will be released at a later date.

Another project publication which is still in preparation is entitled *Families, Ways, Places.*** This primary component will be a series of illustrated stories, accompanied by a teacher's guide, showing the lives of three fictitious kinship-related children, their families, and friends -- all in the communities selected for prototypical study for the Italo-American Curriculum Studies project (a portion of Pozzallo and its environs in Southeastern Sicily, wherein lie the ancestral roots of the Brooklyn children). The materials explore ethnicity and community through the everyday lives of Pietro and Maria in Sicily and cousin Josephine in Brooklyn. The materials provide many jumping-off points for the study of all ethnic groups.

138. MIGRANT HERITAGE STUDIES PROJECT

The Research Foundation of SUNY
New York State Migrant Center
P.O. Box 7126
Geneseo, New York 14454

*All descriptive information on the *Italo-American Supplement* contained in the analysis was provided by the project.

**All descriptive information on *Families, Ways, Places* contained in the analysis was provided by the project.

Project Director: Gloria Mattera
Ethnic Group: Migrant Farmworkers (New York), American Indians (Algonquin), Black Americans, Mexican Americans
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education Student Materials (K-12)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $35,000.00
Materials/Availability:
Migrant Heritage Studies Kit, by Geneseo Migrant Center (1977). Available from project: kit containing 4 slide/tape presentations, articles, pamphlets, and other written or published material (for a more complete description, see analysis), 10 kits available on a two-month loan basis, available for $50.00 shipping fees.

This project developed a kit containing print and nonprint resources to help communities and students at all levels become more aware of migrant farmworkers. The kit consists of four components, which first provide an overall picture of the migrant farm labor scene in the United States and then present a more detailed view of three ethnic migrant groups: Black Americans, Algonquin Indians, and Mexican Americans. The developers believe that if a society is educated about its migrant farm laborers and the indignities and inequities they suffer, it will feel "morally obliged to take appropriate action to provide working benefits and conditions equal to those enjoyed by any other segment of the nation's workforce."

The migrancy component of the kit presents background information essential to the study of migrant farmworkers in general and the ethnic groups presented in the kit specifically. The contents of this introductory component include a slide/tape presentation on the problems that have developed because of the migrant farm labor system. A simulation game -- *Goin' on the Season* -- in which students experience problems faced by the migrant, and black-and-white photographs of migrant life are also included. Other resources include news clippings dealing with all aspects of the migrant farm labor situation; *Migrant Experience Stories* -- oral histories narrated by migrant farmworkers; *The Hopeless Man* -- an original, unedited collection of stories dictated by migrant farmworkers in the Geneseo Migrant Center's In-Camp Learning Program; and *Who Am I?* -- a book of photographs of migrant children in a summer migrant program. Also included are speeches, journal articles, pamphlets, and other supplementary readings dealing with specific aspects of migrant life such as legislation, services available, education, and health.

The Black American component contains a slide/tape presentation narrated by two migrants who describe their lifestyle and philosophy; *Coping with Humor,* a game which shows players how farmers use humor to cope with daily life; *Belinda,* a book which describes daily life and family living from a migrant child's point of view; and *Psychology of a Migrant Camp,* a graphic description of the physical and psychological makeup of a particular migrant crew. Also included in the Black American component are *Stories by Members of Migrant Crews,* which contains handwritten personal vignettes and black-and-white photographs depicting many aspects of the Black American worker's existence and showing migrant children at play in their camp environment.

The slide/tape presentation in the Algonquin Indian component is narrated by a migrant who describes the daily life activities of the Algonquins in Quebec and New York state. Background information on the history, geography, lifestyle, personalities, and migratory habits of the Algonquins is provided in the article *Twenty-Nine Years Experience with Algonquin Indians from Rapid Lake, Canada.* A sociologist analyzes the causes of drinking among the Algonquins in *Patterns of Drinking Among the Algonquin Indians,* and the story of a resettled Algonquin Indian migrant who had been an alcoholic is presented in *Shkwaong Di Nob.* Other resources dealing with the Algonquin Indian culture include artifacts; a folk tale, *How Man Got His Dog; Language Master Cards* containing the days of the week and months of the year in the Algonquin Indian and French languages; a booklet -- *Our Life at Rapid Lake* -- written and illustrated by children; a collection of legends and stories told by the Algonquin Indians, entitled *Our People Talk;* two photo essays - *The Moose Is Dead* and *It's Catching;* and black-and-white photographs.

The Mexican American component also includes a slide/tape presentation describing the migrant lifestyle and black-and-white photographs depicting migrant life. A *Time* magazine article "The Grapes of Wrath, 1969" tells the story of Cesar Chavez and the farmworker union movement in California. The booklet *Viva -- A Look at Hispanic-Americans* chronicles Mexican American contributions to United States life and history. *Nancy Zahler's Travelogue* provides personal glimpses into the lives of the migrant workers. Other resources in the Mexican American component include: *Poems by Carolina Mata;* "El Calendario Chicano," a booklet of stories; *Juan Can Read - and How,* dealing with former migrants who have succeeded; a booklet on the history and use of herbs by Mexican Americans, accompanied by a 16-card collection showing real samples of the herbs and their common uses; an autobiography of a 22-year-old Mexican American migrant entitled *La Vida de Teresa Castillo; Excerpts from the Diary of Carolina Mata;* and the *History of La Raza Coloring Book.*

Teaching strategies for each of the components are clearly described in the teacher's guide. No inservice teacher training is required to use the kit. However, the project staff prefers to conduct an inservice training workshop for any educator who plans to use the kit, because evaluations have shown that teachers who have participated in the training workshops have been more successful in achieving the kit's objectives.

The concepts of culture, poverty, ruralness, migration, powerlessness, and discrimination are taught through many and varied activities which help students "to step into the shoes of the migrants." Students view slide presentations, read and discuss books, write migrant experience stories, play games, analyze photographs, interview migrants, make artifacts, and write scenarios for photographs. The activities described in the teacher's guide can be set up in learning centers or used as whole group activities. The guide also includes directions for using the kit with adults.

139. ETHNIC EDUCATION FOR FUTURE AND PRESENT PUBLIC ADMINISTRATORS

State University of New York at Binghamton
Political Science Department
Binghamton, New York 13901

Project Director: Mary T. Hanna
Ethnic Group: Multiethnic
Subject Area: Public Administration
Audience/Grade Level: Teacher Resources (13-16)
Format: Print
Year Funded: 1976
Amount of Funding: $38,000.00
Materials/Availability:
Ethnic Education for Future and Present Public Administrators: Director's Report, by Mary T. Hanna (1977). Available from ERIC: HE 012 366.

The purpose of this project was to teach college students studying public administration about the cultures, values, and politics of major ethnic groups. The project was designed to provide a "response to criticism by racial, religious and national origin groups that bureaucracies are insensitive to their values and needs by educating future and actual public administrators and planners to understand their pluralistic fellow citizens and clientele."

The project undertook several activities. Graduate students at the State University of New York at Binghamton participated in two courses specifically involved with ethnic cultures: American Urban Ethnic Politics and Social Values and Public Policy. The syllabi to these two courses are included in the appendices of the director's report.

Another project activity involved integrating ethnic projects and learning into regular public administration courses. For example, one student analyzed the impact of ethnicity on policy attitudes using the NORC General Social Survey tapes. The

paper reporting the results--"Ethnicity, Class, and Attitudes: The Social Correlates of Policy Preference"--is contained in appendix 3 of the director's report. Another research paper developed under the project analyzes the political organization and activities of Jews, White Catholics of European descent, Blacks, and Mexican-Americans. The paper, entitled "Ethnically Based Political Groups: A Comparative Study of Four Ethnic Groups," is included in appendix 7.

Other project activities included placing students in internships with an ethnic component and conducting a lecture and discussion series for faculty, graduate students, and community ethnic leaders and people. This series featured both national and local ethnic leaders and scholars. In response to student interest in the project, a continuing ethnic studies component for public administration students has been planned.

140. TEACHER TRAINING MODULE FOR IMPLEMENTING MULTI-ETHNIC SOCIAL STUDIES IN ELEMENTARY SCHOOLS

Teachers College, Columbia University
Institute for Urban and Minority Education
525 West 120th Street, P.O. Box 75
New York, New York 10027

Project Director:	Charles C. Harrington
Ethnic Group:	Multiethnic
Subject Area:	Bilingual Education (Spanish), Social Studies
Audience/Grade Level:	Teacher Education (1-6)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$40,000.00
Materials/Availability:	

Modules for Teacher Trainers: Implementing Multicultural Social Studies in Elementary Schools, by Charles C. Harrington et al. (undated).
Available from ERIC: ED 152 823, 434 pp, microfiche: $0.83/paper copy: $27.32, plus postage.

Integrating Language Arts with Social Studies. ½" videotape.
Not available.

This project produced a manual and a videotape that teacher trainers would be able to use in preparing workshops for elementary teachers interested in implementing a multicultural social studies curriculum in English and/or Spanish. The content of the manual was field tested with 20 elementary school teachers in New York City. Final revisions were made based on the teachers' input.

The manual, entitled *Modules for Teacher Trainers: Implementing Multicultural Social Studies in Elementary Schools,* contains 15 modules which can form the basis for a series of 15 workshops. The first five modules were designed to develop the concept of culture and should be taught in sequence. The remaining ten modules, with a few exceptions, can be sequenced according to the interests or needs of the teachers. In addition to the concept of culture, the following topics are treated in the modules: involving parents as resources, the bilingual teacher as a culture, learning styles, integrating language arts and social studies, the cross-cultural comparative approach, inquiry discovery and problem-solving methods in social studies, the classroom as a learning environment, participation in culture through expressive arts, and objectives-based learning and assessment system.

Each module contains objectives, key terms and concepts to be taught, background reading for teacher discussion, additional recommended readings, and a lesson plan containing resources and activities which teachers can use in the classroom. While the various teaching approaches presented are applicable to teaching students with any cultural background, the examples are taken from Hispanic cultures of the Caribbean, Latin America, and the United States.

The videotape that accompanies the manual is intended to be used with the module on integrating language arts and social studies. Project staff videotaped a bilingual teacher and her students at an elementary school in the Bronx. The teacher is using an approach that integrates reading, language arts, and social studies. The bilingual teacher was also interviewed.

141. ETHNIC PERFORMING ARTS RESEARCH AND TRAINING PROGRAM

Youth Theatre Interactions, Inc.
53 South Broadway
Yonkers, New York 10701

Project Director:	James P. Hill
Ethnic Group:	Black Americans, West Indian Americans
Subject Area:	Dance, Drama, Music
Audience/Grade Level:	Teacher Resources (4-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$15,000.00
Materials/Availability:	

A book is in preparation. No working title or publication date was available.

This project has developed a learning packet which is intended to provide supplementary information and some historical facts for students who are involved in Youth Theatre Interactions' performing arts program. This program (which is not funded by Title IX) has as its major objectives (1) to expose youth to a variety of art forms and encourage them to become aware of their potential for communication through these various art forms, (2) to improve and enhance students' self-image through participation in the performing arts, and (3) to encourage interest in improving language arts abilities through the use of scripts, improvisational dialogue, and student-created materials.

The learning packet, which will be in the form of a teacher's resource book, contains general information about dance in Africa and the West Indies, notes on slave trade in the West Indies, a brief history of voodoo, and some voodoo ceremonies and terms.

Two dances, the bongo and the shango, are described. The booklet also contains a short list of books and recordings. The book is still in preparation.

North Carolina

142. APPALACHIAN CULTURE ETHNIC HERITAGE

Appalachian State University
College of Learning and Human Development
Boone, North Carolina 28608

Project Director:	David N. Mielke
Ethnic Group:	Appalachian Americans (North Carolina, Tennessee, Virginia)
Subject Area:	All Areas
Audience/Grade Level:	Teacher Resources (K-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$43,000.00
Materials/Availability:	

Teaching Mountain Children: Towards a Foundation of Understanding, edited by David N. Mielke (1978).
Available from (1) Appalachian Consortium Press (407 Howard Street, Boone, North Carolina 28607): paperbound, 232 pp, $5.95.
(2) ERIC: ED 170 090, 249 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Teaching Mountain Children contains a collection of articles about the history of Appalachia and its culture, customs, and educational traditions. Written by persons from a variety of backgrounds, the readings are intended to help teachers and other educators develop an understanding of the special needs of the Appalachian student. Although some of the articles deal specifically with a 26-county area of Virginia, Tennessee, and North Carolina, many parts of the book are relevant to the Appalachian region at large.

The book consists of five parts. Part I, "The Region and Its People," begins with an easy-to-administer Appalachian Ethnic Awareness Test. In the article "Who Are the Southern Mountaineers," the roots of the Appalachian mountaineer are traced and the mountaineer's historical role in a regional context is described. Also included in part I are impressions and observations of the Appalachian people and institutions based on the extensive travels of a Washington-based writer and a demographic description of the 26-county area of Virginia, Tennessee, and North Carolina.

Part II deals with "Language, Values, Family Life, Religion, and Music." The British origins of many words and phrases used today by mountain people are examined; the philosophical values of Appalachian people are compared and contrasted with those exhibited by middle class America; sex and marriage are discussed; and the characteristics of the Appalachian family that distinguish it from national patterns are analyzed. One author discusses the church and defends mountain religion. The historical background and contemporary beliefs of the Baptists of the Cumberland Mountains are presented by another author. The last two articles in part II deal with country music, discussing its source and the necessity of its preservation.

Part III, "Women, Blacks and Urban Migration," discusses the problems that confront Appalachian women when they move to the city, describes the life of Blacks who live in Appalachia, and examines problems of discrimination faced by mountain people who migrate to the city.

The first article in part IV, "The Big Rip-off," discusses economic imperialism and how it is threatening a way of life in Appalachia. Also discussed in part IV are injustices done to the Appalachians through stereotyping fostered and perpetuated by the mass media.

The last part of the book deals with "Schooling in Appalachia" and examines the quality of education and the problems faced by the school systems. Young persons are interviewed concerning their attitudes toward schooling. One author looks at the school textbook censorship problem in Kanawha County, West Virginia, and discusses the implications for school districts nationwide. Eliot Wiggenton describes the student publication *Foxfire*, which he began in Rabun Gap, Georgia, and talks about the value of this kind of community study learning experience. The book concludes with a bibliography of books, periodicals, and films which could form the core of an Appalachian studies collection in a school library.

143. AN APPALACHIAN ETHNIC HERITAGE STUDIES PROGRAM

Madison County Board of Education
Marshall, North Carolina 28753

Project Director:	John Hough
Ethnic Group:	Appalachian Americans
Subject Area:	Language Arts, Reading
Audience/Grade Level:	Student Materials (K-2) Teacher Education (K-2) Teacher Resources (K-2)
Format:	Print and Nonprint
Year Funded:	1975
Amount of Funding:	$39,000.00

Materials/Availability:

Mountain Echoes (1976). This packet of material contains the following:

1. *Hello! My Name Is.* Paperbound, 17 pp.
2. *Grandparents.* Paperbound, 17 pp.
3. *What Do We Need from the Grocery Store?* Paperbound, 15 pp. A cassette tape of recipes accompanies the book.
4. *If You Came to My House.* Small packet containing two fold-out cards.
5. *The ABC's of Mountain Culture.* Small packet containing alphabet cards.
6. *Dear Teacher, Diversity Is Beautiful,* by Jill C. Mannisto and Linda A. Patriarca (1975). Spiralbound, 86 pp.
7. *Supplement to Dear Teacher, Diversity Is Beautiful: Appalachian.*
8. *Cultural Materials Curriculum Guide,* by Pat Stapleton. Stapled, 23 pp.
9. *Mountain Echoes Readiness Pretest (For Teachers).* Stapled, 7 pp.

Available from Mars Hill College (Attn: Jill Mannisto, Mars Hill, North Carolina 28754): packet containing all of the above items, $10.00.

This project conducted inservice workshops for kindergarten and primary grade teachers of Appalachian American students in Mars Hill, North Carolina, and developed a packet of student and teacher resource materials for use in grades K-2.

Monthly half-day inservice workshops were conducted for teachers involved in the project. Emphasized in the workshops was the language experience approach to the teaching of reading. In this approach, the child's first reading materials are developed by writing down his/her own language. The child then reads (actually tells from memory at first) his/her story. The child is then exposed to a broad range of language experiences which are expanded upon through listening, speaking, reading, and writing activities. For example, the child may share his/her experiences through art or a share-and-tell activity; another option is dictating stories to the teacher, which can then be made into books.

Other topics discussed in the workshops were auditory perception, reading readiness, the learning to read and reading to learn process, and the cultural relevance of various teaching methods and materials. The teachers then went back to their classrooms and implemented many of the activities/teaching methods learned about in the workshops. For example, one kindergarten teacher had her children make a patchwork quilt and then wrote down the children's stories about quilts. Another teacher had a whittler come in and demonstrate his skills to the class.

Five pieces of materials generated by students from the various classes were selected, printed, and made part of the *Mountain Echoes* resource packet developed by the project. In the first book, *Hello! My Name Is,* children talk about Madison County, the mountains and what it is like growing up in them, what they do, and what they think about. In the second book, the Appalachian children talk about their *Grandparents.* The remarkable self-sufficiency of the mountain people becomes evident in the book *What Do We Need From the Grocery Store?,* as children tell how their families plant gardens, keep cows and chickens, and use natural resources to provide them with most of the food they need. A cassette tape of recipes accompanies this book. One side of the tape is blank so that students can add their own recipes. In the chart *If You Came to My House,* the children, through their writings and drawings, introduce the reader to some of the seasonal experiences that are common to many Appalachian children. On the *ABC's of Mountain Culture* (a series of cards), the children built an alphabet of words describing the music and crafts of Appalachia. A poster on which the alphabet cards are mounted was also developed.

144. ETHNIC STUDIES GUIDE AND RESOURCE MANUAL FOR THE CAROLINAS

University of North Carolina at Charlotte
Department of Sociology and Anthropology
UNCC Station
Charlotte, North Carolina 28223

Project Director:	Rachel Bonney
Ethnic Group:	Multiethnic; American Indians, Black Americans, British Americans, Chinese Americans, German Americans, Greek Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Puerto Rican Americans (North Carolina)
Subject Area:	All Areas
Audience/Grade Level:	Teacher Resources (3-5)
Format:	Print
Year Funded:	1977
Amount of Funding:	$39,295.00

Materials/Availability:

An Ethnic Studies Guide and Resource Manual for the Carolinas (1978).

Available from (1) project: paperbound, 379 pp, free while supply lasts.
(2) ERIC: SO 012 433.

An Ethnic Studies Guide and Resources Manual for the Carolinas: Final Report (1979).
Available from ERIC: SO 012 432.

The goals of this project were to develop a framework for ethnic heritage studies which could be applied to a monoethnic or multiethnic approach, to demonstrate the use of the framework with a curriculum unit on the Indians of North Carolina, and to produce a guide and resource manual on other ethnic groups of North Carolina based on the framework and the model.

The resource manual developed focuses on ethnic groups in North Carolina; however, it would be useful to others as a model for developing curricula on local ethnic groups. The manual begins with a rationale for ethnic studies, a review of various theories of ethnicity, and definitions of social science terms which are important in the study of ethnicity. Some general learning activities and a listing of materials, films, groups, organizations, and other resources follow.

The next section of the book is a complete unit on southeastern Indians, including detailed history and background information for the teacher, as well as learning activities, a bibliography, and list of resources. During the project year, a number of resource materials and artifacts were gathered and tested in schools as part of the unit. It is the observation of the analyst that the student materials and some of the activities may be too difficult for grades 3 and 4 and would be better used at grades 5 and 6.

The balance of the manual contains brief backgrounds, learning activities, and resource listings on a number of ethnic groups in North Carolina (see listing above).

North Dakota

145. ETHNIC HERITAGE STUDIES TRAINING PROJECT

United Tribes of North Dakota
3315 South Airport Road
Bismarck, North Dakota 58501

Project Director:	Angelita Dickens Primeaux
Ethnic Group:	American Indians (United Tribes of North Dakota)
Subject Area:	Art, Dance, Drama, Home Economics, Language Arts, Music, Science, Social Studies, Vocational Education
Audience/Grade Level:	Teacher Resources (K-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:

A teacher's manual is in preparation. Contact the project for availability information.

This project is in the process of developing a teacher's manual to help teachers use a K-12 American Indian course of study developed prior to the project by the United Tribes of North Dakota. The project also conducted teacher training workshops. The course of study is called the American Indian Curricula Development Program (AICDP) and can be purchased from AICDP (United Tribes, 3315 South Airport Road, Bismarck, North Dakota 58501).

The K-5 materials consist of eight units ("Indian Family," "Dwellings," "Communities," "Education," "Foods," "Values," "Animals," and "Birds"), seven booklets, and 35 overhead transparencies. The cost for the elementary level material is $100.00. There are five units in the junior high component of the AICDP. They are: "Circle of Life" (a composite of social customs); "Peace Pipe" (an introduction to religion); "Plains Indian Arts and Crafts" (tools, weapons, and handicrafts from nature); "Indian Country" (histories of five northern plains tribes); and "A Feather to Each" (biographies of past and present leaders). Fourteen 11"x17" portrait posters are included with "A Feather to Each." The junior high curriculum sells for $125.00.

At the high school level there are two kits. By using the "Social Conflicts" kit students learn about prejudice, Indian education, Americanizing the Indian, and the Bureau of Indian Affairs. The "Social Conflicts" kit contains ten student handbooks, activity cards, transparency originals, a poster, a Bureau of Indian Affairs organization chart, a paperback *Native Americans* by William Meyer, and a pamphlet *Career Development Opportunities for Native Americans* (produced by the Bureau of Indian Affairs).

High school students who use the "Fine Arts" kit will learn about American Indian art, music, literature, dance, and drama. The kit includes ten student handbooks, eight posters, ten 10"x 12¼" symbolism and design plates, ten profile cards of contemporary Native American artists, and one cassette tape of songs.

The "Social Conflicts" and "Fine Arts" kits may be purchased for $150.00. The kits may also be purchased individually for $85.00 each.

146. NORWEGIAN AND GERMAN-RUSSIAN HERITAGE OF NORTH DAKOTA

University of North Dakota
University Station
Grand Forks, North Dakota 58202

Project Director:	Frederick E. Peterson
Ethnic Group:	German Americans, Norwegian Americans (North Dakota)
Subject Area:	Art, Geography, History, Home Economics, Humanities, Language Arts, Social Studies, Sociology, Speech
Audience/Grade Level:	Teacher Resources (7-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$45,281.00

Materials/Availability:

People of the Prairies: A Norwegian and German-Russian Curriculum Guide, by Jon Charles Tabbert and Frederick E. Peterson (1978).
Available from (1) Center for Teaching and Learning (Attn: Dr. Frederick E. Peterson, University of North Dakota, P.O. Box 8158, University Station, Grand Forks, North Dakota 58202): 3-hole-punched, 143 pp, available for cost of duplication.
(2) ERIC: SO 012 240.

This project developed a curriculum guide dealing with the German Americans and Scandinavian Americans in North Dakota for use by teachers in grades 7-12. The major goal of the project was to promote understanding of the culture of the two largest ethnic groups in North Dakota.

The curriculum guide *People of the Prairies: A Norwegian and German-Russian Curriculum Guide* contains curriculum units developed and field tested by teachers in the classroom. An introduction to the historical background of the Norwegian and German-Russian migration in part I is followed by units of study for use in language arts, art, geography, history, sociology, social studies, speech, humanities, and home economics courses.

Each unit in parts II and III of the guide has an introduction, a description of the project or activity which can last anywhere from one classroom period to a week, sample lesson plans, strengths and weaknesses of the project, additional activities for teachers to use with students, and a bibliography of student resources. While materials for some of the activities are contained in the guide, teachers must have access to print resources cited to successfully implement other projects. Students are involved in many activities, including learning about Norwegian mythology; interviewing Norwegian artists; making Norwegian art forms such as rosemaling and Klokkesbieng; listing German-Russian settlements on an outline map of the state; constructing a scale model German-Russian pioneer home; making brennmist (a German-Russian fuel); and preparing ethnic meals.

The fourth part of the guide contains very concise descriptions and highlights of additional units of study developed by

project teachers. The guide concludes with a bibliography of print and human resources and a pedigree chart.

Ohio

147. THE ETHNIC HERITAGE STUDIES DEVELOPMENT PROGRAM

Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

Project Directors: Karl Bonutti and Gene Veronesi
Ethnic Group: Multiethnic; Arab Americans, Asian Americans, Black Americans, Croatian Americans, Czech Americans, German Americans, Greek Americans, Hungarian Americans, Irish Americans, Italian Americans, Jewish Americans, Lithuanian Americans, Polish Americans, Romanian Americans, Serbian Americans, Slovak Americans, Slovenian Americans, Ukrainian Americans (Ohio, Cleveland)
Subject Area: Art, Humanities, Language Arts, Local History, Music, Social Studies
Audience/Grade Level: Student Materials (K-12)
Teacher Resources (K-12)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $170,000.00
Materials/Availability:

Ethnic Heritage Studies (1975). This kit contains the following materials:

1. Two filmstrip/cassette programs, titles as follows:
   a. *What Is an Ethnic Group?*
   b. *Ethnic Neighborhoods in Transition.*
2. Thirteen paperbound instructional units. Individual titles as follows:
   a. *Ethnic Americans And The Great War,* by Gene P. Veronesi. 22 pp.
   b. *Why They Came,* by Walt Conte. 42 pp.
   c. *What They Encountered,* by Walt Conte. 53 pp.
   d. *Folk Music: The American Mosaic,* by Elizabeth Szabo. 75 pp.
   e. *Ethnic Foods,* by Ellen Gambrill. 47 pp.
   f. *America Celebrates Spring,* by Walt Conte. 41 pp.
   g. *America Celebrates Fall,* by Walt Conte. 39 pp.
   h. *America Celebrates Winter,* by Walt Conte. 75 pp.
   i. *Folklore: Heroes of Epic Literature: Secondary,* by Ellen Gambrill. 67 pp.
   j. *A Unit of Ethnic Literature: Middle School,* by Ellen Gambrill. 67 pp.
   k. *Folklore: Heroes of Epic Literature: Elementary,* by Ellen Gambrill. 59 pp.
   l. *Ethnic Neighborhoods in Transition and What Is An Ethnic Group?* by Gene P. Veronesi. 79 pp.
   m. *Activities for Ethnic Understanding,* by Walt Conte. 82 pp.
3. Photo Documents: *Ethnic Americans and the Great War: 1914-1919.* 28 photos.

Kit not available for purchase.

ESEA Title IX Ethnic Heritage Studies Development Program, Fund Number 46, Final Evaluation, by Ronald Gerboc (1975). Available from ERIC: ED 121 638, 121 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Monograph Series (1976-1978). Titles as follows:

1. *Ethnic Groups in Ohio with Special Emphasis on Cleveland,* by Lubomyr R. Wynar (1975). Paperbound, 254 pp, $8.00.
2. *Ethnicity: A Conceptual Approach,* edited by Daniel E. Weinberg (1976). Paperbound, 206 pp, $7.00.
3. *Early Settlers of Cleveland,* by William Donohue Ellis (1976). Paperbound, 156 pp, $6.00.
4. *Arab Americans and Their Communities of Cleveland,* by Mary Macron. Paperbound, 266 pp, $8.00.
5. *Asian Americans and Their Communities of Cleveland,* by Stephen Fugita et al. (1976). Paperbound, 201 pp, $7.00.
6. *Irish Americans and Their Communities of Cleveland,* by Nelson J. Callahan and William F. Hickey (1978). Paperbound, 254 pp, $8.00.
7. *Italian Americans and Their Communities of Cleveland,* by Gene P. Veronesi (1977). Paperbound, 358 pp, $10.00.
8. *Lithuanian Americans and Their Communities of Cleveland,* by John F. Cadzow (1976). Paperbound, 187 pp, $8.00.
9. *Polish Americans and Their Communities of Cleveland,* by J. J. Grabowski et al. (1976). Paperbound, 256 pp, $8.00.
10. *Romanian Americans and Their Communities of Cleveland,* by Theodore Andrica (1976). Paperbound, 216 pp, $8.00.
11. *Serbian Americans and Their Communities of Cleveland,* Volume I, by Dragoslav Georgevich, Nikolaj Maric, and Nicholas Moravcevich (1977). Paperbound, 202 pp, $8.00.
12. *Slovak Americans and Their Communities of Cleveland,* by Susi Megles, Mark Stolarik, and Martina Tybor (1978). Paperbound, 217 pp, $9.00.

Forthcoming monograph titles include the following:

1. *Black Americans and Their Communities of Cleveland.*
2. *Croatian Americans and Their Communities of Cleveland.*
3. *Czech Americans and Their Communities of Cleveland.*
4. *German Americans and Their Communities of Cleveland.*
5. *Greek Americans and Their Communities of Cleveland.*
6. *Hungarian Americans and Their Communities of Cleveland.*
7. *Jewish Americans and Their Communities of Cleveland.*
8. *Slovenian Americans and Their Communities of Cleveland.*
9. *Ukrainian Americans and Their Communities of Cleveland.*

Monographs available from Dr. Karl Bonutti, Ethnic Heritage Studies (UT 1756, Cleveland State University, Cleveland, Ohio 44115).

The Ethnic Heritage Studies Development Program was a joint effort of the Cleveland Public Schools and the Greater Cleveland Intercollegiate Academic Council on Ethnic Studies. The project objectives were (1) development of curriculum materials for integration into existing social science, language arts, art, and music courses at the elementary and secondary levels with focus on ethnic groups both in Greater Cleveland and the United States; (2) inservice training for elementary and secondary teachers in general ethnicity and in classroom use of the materials; (3) dissemination of project materials and program findings; (4) community involvement in the curriculum development process; and (5) cooperation and communication with other ethnic studies projects.

The project achieved these objectives as indicated in their detailed final report. The curriculum materials are contained in a kit--Ethnic Heritage Studies--which contains 13 brief (not to exceed 4 weeks) units. The five units for elementary school focus on the ethnic origins of American celebrations, the relationship between ethnic folk music and immigration, and ethnic folklore. The kit contains junior high units on comparative experiences of various immigrant groups and ethnic literature and senior high units on ethnic folk heroes and the forces which prompted immigrants to come to America. Units adaptable to grades 7-12 explain the great variety in ethnic cuisine, the role of propaganda and stereotyping in ethnicity, and the immigrant experience. The final two units employ filmstrip/cassette programs, one discussing ethnic mobility and the other defining the term "ethnic group."

The research component of the project funded the development of monographs focusing on the various ethnic groups of Cleveland. Research and writing of the monographs was funded by Title IX. The monographs were written by members of the ethnic community represented. They were produced with a grant from the Gund Foundation. Each monograph includes a brief background of the group in their native land, followed by discussion of their settlement and life in Cleveland. All aspects of community life are included--religion, social life, political involvement, work and economic status, contributions to the arts, and so forth.

In addition to development of the monographs and teaching units, the project held two 10-week inservice courses for a total of 142 teachers from the greater Cleveland area.

148. PROPOSAL FOR CURRICULUM IMPROVEMENT AND TEACHER TRAINING FOR COMMUNITY ETHNIC LANGUAGE AND CULTURE SCHOOLS

Cleveland State University
Ethnic Heritage and Language Schools, Inc.
Cleveland, Ohio 44115

Project Director:	Karl Bonutti
Ethnic Group:	Multiethnic
Subject Area:	Foreign Languages
Audience/Grade Level:	Adult/Community Education Teacher Resources (K-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$43,000.00

Materials/Availability:

Ethnic Heritage and Language Schools in Greater Cleveland: A Directory, by Bruce A. Beatie (1978).
Available from (1) project: paperbound, 134 pp, $5.00.
(2) ERIC: SO 012 390.

Ethnic Heritage and Language Schools in Greater Cleveland: Teaching Methods (in preparation).
Contact project for availability information.

In 1975, the directors of the ethnic language and culture schools in the Cleveland area met to discuss possible cooperative efforts. As a result of this and subsequent meetings, the Association of Ethnic Heritage and Language Schools (EHALS) was formed. The grant received in 1976 was to upgrade the quality of teaching in the EHALS schools and to give them better resources.

The first step taken by the project was to directly involve the directors and teachers in the EHALS schools in setting specific objectives for the project. This was accomplished by administering two questionnaires: one to gather information about the operation and curriculum of schools and the other to gather background information on the teachers. In addition, both sought information on specific problem areas faced by teachers and directors. Final program directions, based on the results of the questionnaires, called for teacher training and materials development. The training sessions were held; however, due to the diversity of schools and needs, materials were not developed.

Two documents were produced by the project. *Ethnic Heritage and Language Schools in Greater Cleveland: A Directory* contains a background on ethnic community schools in the United States, a history of their development in Cleveland, and the results of the two questionnaires described above. The second volume will be entitled *Ethnic Heritage and Language Schools in Greater Cleveland: Teaching Methods*. It will focus on both teaching methods and available curriculum materials.

149. PRESERVING THE CULTURAL HERITAGE: ETHNIC MUSEUMS, ART GALLERIES AND LIBRARIES IN THE UNITED STATES

Kent State University
Research Office
Kent, Ohio 44242

Project Director:	Lubomyr R. Wynar
Ethnic Group:	Multiethnic
Subject Area:	All Areas
Audience/Grade Level:	Librarians, Museum Curators, and Researchers
Format:	Print
Year Funded:	1977
Amount of Funding:	$37,761.00

Materials/Availability:

Guide to Ethnic Museums, Libraries and Archives in the United States, by Lubomyr R. Wynar and Lois Buttlar (1978).
Available from Kent State University (School of Library Science, Center for Ethnic Studies Publications, Kent, Ohio 44242): paperbound, 378 pp, $9.50.

This project developed a reference directory to major ethnic museums, libraries, and archives in the United States. The guide was prepared "with the hope that it will contribute to better understanding and comprehension of the cultural heritage of the ethnic groups in this country." The comprehensive listing will be useful to the historian, the sociologist, the political scientist, or any other person involved in researching American ethnicity. It will also serve as a valuable reference tool for the reference librarian, archivist, museum curator, and information specialist.

A questionnaire was sent to 2475 ethnic cultural institutions. A response of 1407 questionnaires was received and analyzed. Of these 1407, 828 institutions were selected for inclusion in the guide.

For the purpose of the study, "ethnic museum," "ethnic library," and "ethnic archives" were defined as cultural institutions established and supported by an ethnic community or ethnic organization. In addition to these ethnic-group-sponsored institutions, the guide also lists some university and public libraries with major ethnic collections and some associations that have collected ethnic resources pertaining to smaller ethnic groups. Not included in the guide are privately owned ethnic collections; ethnic newspaper and periodical libraries and archives; archival and library collections of local and some regional ethnic organizations which have limited resources; small collections of local ethnic churches, synagogues, and other religious bodies; historic buildings or sites (with the exception of several American Indian sites); Appalachian American resources; ethnic business archives and libraries (banks, credit unions, and others); folklife museums; and groups that did not return the questionnaire and for which additional information could not be found in secondary sources.

In the guide, institutions are arranged in alphabetical order under 62 individual ethnic groups. There is also a section on multiethnic resources. Entries include the following information: name of cultural institution; type of institution (museum, library, archives, art gallery); address; telephone; sponsoring organization; personnel; date founded; scope; number of staff; availability (open to public, not open to public, open by special permission); admission (free, by fee, donation); publications; description of the collection; comments (purpose and objectives of the collection). There are two indexes. An institution index is arranged alphabetically by name. The second index is arranged alphabetically by geographical location.

150. SPRINGFIELD PROGRAM IN CULTURAL ENRICHMENT

Metro Ministry
22 East Grand Avenue
Springfield, Ohio 45506

Project Director:	Ida Williams
Ethnic Group:	Multiethnic; American Indians, Asian Americans, Black Americans (Ohio, Springfield), Jewish Americans, Mexican Americans
Subject Area:	Social Studies
Audience/Grade Level:	Adult/Community Education Student Materials (9-12) Teacher Resources (K-12)
Format:	Print and Nonprint
Year Funded:	1975
Amount of Funding:	$38,000.00

Materials/Availability:

A Multi-Cultural Curriculum Manual, by Ida L. Williams et al. (1976).
Available from project: spiralbound, 106 pp, $5.00.

175 Years of Struggle: A History of Black People in Springfield, Ohio (1976).
Not available.

Untitled videotape.
Not available.

The major objective of this project was to enhance school and community awareness of ethnicity and to promote the concept of ethnicity in the school curriculum. Two publications were developed--one containing the Black history of Springfield, Ohio, the second a curriculum manual on the do's and don'ts of multicultural education for K-12 teachers. Also developed was a videotape on ethnicity for use with high school students and adults.

The publication *175 Years of Struggle* contains a history of Black people in Springfield, Ohio. A wide variety of topics is covered, including the background of the Black community in Springfield, the 1904 lynching and White riots, education, employment, and housing. Also discussed are the Springfield Human Relations Department, the Clark County Jail, and social organizations. The publication concludes with concise biographical descriptions of Blacks who have contributed to the history of Springfield.

Prior to the funding of this project, a Metro Ministry task force analyzed all of the social studies textbooks used in the Springfield, Ohio, public school system. The study revealed that Springfield's textbooks were filled with distortions and myths and were lacking in factual data concerning Black, Asian, Mexican, and Jewish Americans and American Indians. To help teachers deal with this situation until new textbooks are adopted, the project developed *A Multi-Cultural Curriculum Manual*. The first part of the manual acquaints teachers with stereotypes, myths, and omissions found in textbooks. Part II of the manual provides a checklist of criteria for the review and analysis of curriculum materials for racist content. Do's and don'ts for teachers in multicultural settings are included in part III. Part IV is a source list for obtaining multicultural materials. Part V provides a chronology of factual data concerning five groups: Black Americans, Mexican Americans, Asian Americans, American Indians, and Jewish Americans. Teachers are expected to integrate the information into their lesson plans.

The project also developed a videotape. The tape contains a mock trial run by students, in which a gentleman called "Mr. Stereotype" is on trial for his many prejudices.

151. SUMMER INSTITUTE ON FOLKLORE AND TRADITIONS OF MEXICAN-AMERICANS, BLACK AND APPALACHIAN PEOPLE

Ohio State University
Research Foundation
1314 Kinnear Road
Columbus, Ohio 43212

Project Director: Inez Cardozo-Freeman
Ethnic Group: Appalachian Americans, Black Americans, Mexican Americans (Ohio)
Subject Area: Folklore
Audience/Grade Level: Teacher Education (K-16)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $39,197.00
Materials/Availability:

Collecting Folklore and Folklife in Ohio, by Patrick B. Mullen and Linna Funk Place (1978).
Available from ERIC: RC 011 862.

Ethnic Heritage Studies Program Performance Report: Institute on the Folklore and Traditions of Mexican-American, Black, and Appalachian People, by Inez Cardozo-Freeman (undated).
Available from ERIC: RC 011 863.

Cassette tapes of all the lectures and presentations made at the Folklore Institute, accompanied by "Tape Recording Logs" (16 pp, stapled) containing a topical outline of content of cassette tapes.
Not available.

Series of four videotapes. Individual titles as follows:

1. *Appalachian Folk Culture: John and Mary Lozier.*
2. *Conjunto Mexicano: Eddie and Filomena Cruz.*
3. *Black Folk Culture: Black Community Choir.*
4. *Devil Legends: Homero and Celedonio de la Cruz.*

The videotapes are not available

This project sponsored a Folklore Institute for 30 educators. Two elementary teachers, five junior high school teachers, 17 high school educators, one college teacher, and five graduate students participated. Four courses were taught: Folklore Methodology, Mexican American Folklore, Black Folklore, and Appalachian Folklore. Through lectures, readings, and discussions the participants learned about different approaches to folklore, using examples taken from the three cultures.

Participants were also involved in various projects, including constructing or building a piece of material folklore such as a banjo or quilt, interviewing elderly persons, making a cookbook, writing and recording a ballad, and doing research. Following the Institute, teachers went back to their classes and introduced a folklore component into the curriculum. Very brief syllabi of and lists of reading materials for each course were developed. These syllabi and bibliographies are presented in the *Ethnic Heritage Studies Program Performance Report: Institute on the Folklore and Traditions of Mexican-American, Black, and Appalachian People*. All of the lectures and presentations were taped. Evaluations indicate that the Institute was "enormously helpful and meaningful for all the participants."

In the hope that some basic methods and techniques will appear, the project developed a publication *Collecting Folklore and Folklife in Ohio*, which contains examples of the authors' and their students' folklore-collecting experiences. Topics presented in the publication include advice on collecting, family folklore, children's folklore, teenage and college folklore, occupational folklore, folklore among the general population, rural and Appalachian folklore, African American folklore, and ethnic folklore. Although the examples included in the guide are from Ohio, it will be of value and interest to folk collectors from other states as well.

The project also developed four videotapes which were not available for preview.

152. GREATER CINCINNATI ETHNIC HERITAGE STUDIES PROGRAM: CHERISH OUR DIFFERENCES

Xavier University
BPE/Division of International Education
Victory Parkway
Cincinnati, Ohio 45207

Project Director: Paul Simon
Ethnic Group: Appalachian Americans, Asian Americans, Black Americans, German Americans, Irish Americans, Jewish Americans, Southern and Eastern European Americans (Ohio, Cincinnati)
Subject Area: All Areas, Educational Television, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (7-16)
Teacher Resources (7-16)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $21,830.00
Materials/Availability:

Cherish Our Differences: A Source Book for Cincinnati's Ethnic Heritage, by Paul L. and Regina A. Simon (1978).
Available from ERIC: SO 012 295.

Series of seven videotapes. Individual titles as follows:

1. *The Appalachians.*
2. *The Asians in Cincinnati.*
3. *The Blacks in Cincinnati.*
4. *The Germans in Cincinnati.*
5. *The Irish in Cincinnati.*
6. *The Jews in Cincinnati.*
7. *The Southern and Eastern Europeans.*

Available from project: copies can be made at cost. Contact Paul Simon to make arrangements.

This project produced seven hour-long television programs dealing with prominent ethnic groups in the greater Cincinnati area: Irish Americans, German Americans, Jewish Americans, Black Americans, Appalachian Americans, Southern and Eastern European Americans, and Asian Americans. The project also developed the publication *Cherish Our Differences: A Source Book for Cincinnati's Ethnic Heritage.*

The seven television programs were aired on seven consecutive Sunday evenings over the Cincinnati television station WNCE in October and November of 1978. Each of the videos treats the background and history of a specific ethnic group, discussing who they are, when and why they came to Cincinnati, and what their experiences and contributions have been. The project's final report indicates that the television programs received "quite positive responses from viewers." The audiences for whom the television shows are intended include junior and senior high school students and adults.

Cherish Our Differences is intended to help ethnic groups, community agencies, and individuals in Cincinnati locate relevant source materials in their areas of interest. The publication is selective and cites books on race relations, religion, civil rights, slavery, and the suffrage question. Materials listed are intended for use by junior and senior high school students, undergraduate college and university students, and the general public and can be found in libraries in the Cincinnati area. The library location of each item in the listings is indicated.

Bibliographies are organized by the following topics: general reference sources; general immigration sources; Afro-Americans; American Indians; Appalachian Americans; Arab Americans; Asian Americans; Dutch Americans; Eastern Europeans; English and Scottish Americans; French Americans; German Americans; Hispano Americans; Irish Americans; Italian Americans; Jewish Americans; Near and Middle Eastern Americans and Greek Americans; Scandinavian Americans; and Swiss Americans. The publication also contains a brief historical sketch of Cincinnati.

Oklahoma

153. CHEROKEE NATION ETHNIC HERITAGE STUDIES PROGRAM – TRIBAL EDUCATION

Cherokee Nation of Oklahoma
Tribal Government
P.O. Box 119
Tahlequah, Oklahoma 74464

Project Director:	Franklin McLemore
Ethnic Group:	American Indians (Cherokees-Oklahoma)
Subject Area:	All Areas, Social Studies
Audience/Grade Level:	Student Materials (7-8) Teacher Resources (1-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$48,500.00

Materials/Availability:

Cherokee Nation of Oklahoma (undated).
Series of six brief papers. Individual titles as follows:

1. *Salt Works.* 1 p.
2. *Civil War Battle.* 2 pp.
3. *Military Forts.* 3 pp.
4. *Convention Grounds.* 2 pp.
5. *Orphanages and Schools.* 2 pp.
6. *Hildebrand Mill.* 1 p.

An Annotated Bibliography on Cherokee Indians (undated).
Cherokee Chronology (undated).
Culture Awareness Test (undated).
None of the project materials are available.

This project collected and developed curriculum materials dealing with the Cherokee nation. The major goal of the project was to help Cherokee students in public schools within the Cherokee nation become "aware of and sensitive to the positive contributions of the Cherokee people and to the rich cultural history that surrounds them and gain an appreciation of the local multicultural society in which they live."

A number of materials were developed by the project. The publication *Cherokee Nation of Oklahoma* contains a brief history of the Cherokee, discussing early and current history, tribal government, and prominent persons in Cherokee history. A series of concise papers discuss salt works, Civil War battles, military forts, convention grounds, orphanages and schools, and Hildebrand Hill. *An Annotated Bibliography on Cherokee Indians* cites books dealing with the Cherokee Indian tribe for use in grades 1-12. Also developed were a *Cherokee Chronology* and a *Culture Awareness Test.*

The materials developed by the project and other resources on the Cherokee Indian were used by teachers and students in 7th- and 8th-grade social studies classes in 22 public schools within the Cherokee nation. The students were given a pretest at the beginning of the school year; the results revealed that the students were not instructed adequately by public school teachers in the history and culture of the Cherokee people. A posttest given to the students at the end of the school year showed much improvement in their knowledge of Cherokee history.

154. AMERICAN INDIAN HERITAGE STUDIES PROGRAM

University of Oklahoma
Southwest Center for Human Relations Studies
555 Constitution Avenue
Norman, Oklahoma 73069

Project Director:	Ira M. Eyster
Ethnic Group:	American Indians (Apache, Arapaho, Cheyenne - Oklahoma)
Subject Area:	Language Arts, Mathematics, Reading, Science, Social Studies
Audience/Grade Level:	Teacher Resources (K-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$40,000.00

Materials/Availability:

Culture Through Concepts, by Ira M. Eyster et al. (undated).
Available from (1) project: 3-hole-punched paper, 234 pp; the project has produced 1500 copies, most of which will be distributed to schools in Oklahoma. A limited number will be available to those from out of state at a cost of $1.50 each for handling.
(2) ERIC: ED 176 928, 237 pp, microfiche: $0.83/paper copy: $15.32, plus postage.

This project developed *Culture Through Concepts,* a teacher's guide containing cultural information and teaching suggestions for use in grades K-12. The materials deal with the Apache Tribe of Oklahoma, the Arapaho Indian Tribe, the Cheyenne Indian Tribe, and the Fort Sill Apache Indian Tribe. A collaborative effort of the University of Oklahoma, four Indian tribes, and six public schools, the guide is intended to help teachers teach about the Plains Indians by integrating lessons and activities into language arts, math, reading, social studies, and science courses.

The guide is comprised of five sections. The first section contains an overview of the guide and instructions for using the information provided. Section 2 provides general background information about property, sovereignty, doctrine of discovery, treaties, tribal agencies, and the Bureau of Indian Affairs, with an emphasis on the conflicts that arose as a result of differing property concepts. In the third section of the guide, four areas of conflict between the Plains Indians and the non-Indian--work, savings, time, and competition--are examined from the standpoint of their cultural beginnings and their implications for teaching. The fourth and major section of the guide is divided into four parts, each focusing on a specific Indian tribe. Each part contains background information on the tribe, biographical sketches of current and deceased Indian leaders, and lesson plans. The guide concludes in section 5 with a general bibliography.

Each lesson plan provided in the fourth section of the guide consists of a concept, a concise reading selection, classroom activities, evaluation method, and supplementary resources. Each plan is self-contained; all background information needed for the class discussion or activity is provided in the reading selection. Students are involved in many activities. They write family histories, tell stories, participate in debates and role plays, take field trips, listen to speakers, and conduct interviews. No grade levels are indicated for the lesson plans. Most of the plans can be adapted for use at the elementary or secondary levels.

155. THE AMERICAN INDIAN AND NATURE SERIES

University of Oklahoma
Southwest Center for Human Relations Studies
Center for Continuing Education
555 Constitution Avenue
Norman, Oklahoma 73037

Project Director: Ira M. Eyster
Ethnic Group: American Indians (Caddo, Comanche, Creek, Kiowa, Yuchi-Oklahoma)
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Teacher Education (K-12)
Teacher Resources (K-12)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $43,260.00
Materials/Availability:

The Oklahoma Indian and Nature Guide (1977).
Available from (1) project: paperbound, 72 pp, $1.00.
(2) ERIC: ED 148 525, 78 pp, microfiche: $0.83/paper copy: $6.32, plus postage.

Two 35mm slide/cassette presentations of approximately 30 minutes each. Individual titles as follows:
1. *What We Want to Know.*
2. *If I Speak Will You Listen?*

Available from project; available for reproduction. Contact project for details.

This project developed a K-12 guide containing resources and lesson plans for teaching about American Indians and two slide programs for use with teachers.

The resource guide *The Oklahoma Indian and Nature Guide* was written by curriculum teams from each of the three schools that participated in the project: Sapulpa Public Schools, Muskogee Public Schools, and Anadarko Public Schools. The teams consisted of teachers, Indian adults, and Indian and non-Indian students. Each team assessed the cultural needs of its school in terms of what dominant tribes to include in the guide. Each team then conducted local research, interviewed local Indian resource persons, wrote lesson plans, and field tested all materials in the classroom. In addition, the materials included in the guide were evaluated by tribal officials and members for authenticity.

The guide is comprised of three major sections, each of which treats a particular tribe of interest to the three school districts: (1) Yuchi/Creek (Sapulpa Public Schools), (2) Creek (Muskogee Public Schools), and (3) Kiowa/Caddo/Comanche (Anadarko Public Schools). For each section the following information is provided: an introduction, background readings on the history and lifestyle of the tribes, lesson plans which relate to the readings, and a bibliography of additional student print and nonprint materials. Lesson plans consist of objectives and suggested activities. Students are expected to read and discuss the readings. Other activities in which they are involved include keeping a diary, making calendars, interviewing tribal persons, writing legends, and writing reports. Although the lesson plans are tagged by grade level, most plans can be adapted for use in any elementary or secondary grade.

The project also developed two slide/tape presentations for use in teacher education: *If I Speak Will You Listen?* and *What We Want to Know. If I Speak Will You Listen?* is designed to make teachers aware that Indian students in Oklahoma schools have a rich culture and much to tell us if we would only listen. The slide presentation then goes on to describe parts of the American Indian culture that might cause conflict in terms of the White man's culture. *What We Want to Know* describes how the American Indian culture could be presented in the classroom.

Oregon

156. INDIAN STUDIES CURRICULUM DEVELOPMENT PROGRAM

Confederated Tribes of the Umatilla Indian Reservation
Umatilla Tribal Education Board
P.O. Box 638
Pendleton, Oregon 97801

Project Director: Woesha Hampson
Ethnic Group: American Indians (Cayuse, Umatilla, Walla Walla)
Subject Area: Bilingual Education (Umatilla), Social Studies
Audience/Grade Level: Student Materials (K-12)
Teacher Resources (2-4)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $35,000.00
Materials/Availability:

The Culture and History of the Cayuse, Umatilla, and Walla Walla Tribes: Indian Curriculum Materials, Grades 2-4, Teacher's Manual (undated). Paperbound, 115 pp.

Set of six videotapes. Individual titles as follows:
1. *History.* This videotape is accompanied by a set of 18" x 24" tagboard maps.
2. *Life Style (Foods).*
3. *Life Style (Clothes).*
4. *Life Style (Legends).*
5. *Weaving.*
6. *Drumming and Singing.*

Cassette tapes of the correct pronunciation of the Umatilla number words 1-10 and colors.

Two maps and two number charts. The maps are concerned with the territory of the Confederated Tribes, and the charts are on the Umatilla numbers and colors.

Number Matching Book. A book whose tagboard pages are cut horizontally into four sections so that each section may be turned individually in order to match the English word, the Umatilla word, and the picture. The numbers from 1-10 are included.

Number Wheels. A set of self-testing tagboard wheels. These include reading the English word in the open window and opening a closed window to reveal the Umatilla word and vice versa.

Four sets of bilingual cards:
1. Three groups of 7" x 3" cards using numbers from 1-10 in English and Umatilla and pictures.
2. Two groups of 7" x 3" cards using colors in English and Umatilla.
3. One group of 4" x 11" cards using numbers from 1-10 with the English on one side and Umatilla on the other.
4. One group of 4" x 11" cards using colors with the English on one side and the Umatilla on the other.

The materials developed by this project are not available for distribution outside of Umatilla County, Oregon, without express permission of the Confederated Tribes of the Umatilla Reservation. The materials are not available for purchase.

This project developed a teacher's manual, videotapes, cassette tapes, card games, and various other booklets and devices for teaching students in grades 2-4 about the history and culture of the Cayuse, Umatilla, and Walla Walla Tribes.* Most of the materials may be adapted for use in K-6, and the videos may be used in K-12. The project also conducted many inservice teacher training workshops to help educators use the developed materials. The developers believe that by integrating "materials and activities of cultural relevance to Indian students and also of great interest to non-Indian students into the regular curricular program that a feeling of mutual respect and appreciation may be generated forming a positive foundation upon which true learning, awareness and advancement may be achieved."

The teacher's manual contains 12 curriculum units which must be taught in sequence. Each unit consists of a brief narrative which is to be read to students, followed by suggested classroom activities. Additional resources--some developed by the project and others available from commercial publishers--are cited

*Only the teacher's manual was available to the clearinghouse staff for analysis. Descriptions of the other project components were obtained from the manual.

for each unit. Unit topics include: culture and cultural conflict; tradition; Columbia Plateau culture; life cycle; salmon roots, berries, elk and deer; housing and transportation; the Indian family band; the Confederated Tribes of the Umatilla Indian Reservation; stories; drumming and singing; arts and crafts; and Umatilla numbers and colors. In addition to the readings and classroom discussions, students are involved in many activities. They view the six videotapes developed by the project on the history of the Umatilla, Cayuse, and Walla Walla Indian people, their clothes, legends, weaving, drumming, and singing. They learn numbers and colors in the Umatilla language by listening to cassette tapes, by matching numbers and words in the *Number Matching Book*, and by playing card games. Other activities involve students in viewing 16mm films, listening to speakers, preparing ethnic foods, making model longhouses, taking field trips, and listening to records.

157. INCREASING THE UNDERSTANDING OF MULTI-ETHNIC HERITAGE PROJECT

Portland Center for Urban Education
0245 Southwest Bancroft Street
Portland, Oregon 97201

Project Director:	Kent T. Layden
Ethnic Group:	Multiethnic (Oregon, Portland)
Subject Area:	Local History, Oral History
Audience/Grade Level:	Student Materials (7-12) Teacher Resources (7-12)
Format:	Print and Nonprint
Year Funded:	1974
Amount of Funding:	$45,000.00

Materials/Availability:

Getting on Track: A Student's Guide to Locating Information on Ethnicity, by John Volkman (1979, revised).
Available from project: paperbound, 8 pp, $1.50.

Conducting Oral History, by John Volkman and Kent T. Layden (1979, revised).
Available from project: paperbound, 5 pp, $1.00.

Oral History and Ethnic Heritage.
Available from project: ½", reel-to-reel, color videotape. rental, $10.00 plus postage.

Ethnicity and Ethnic Curriculum Materials, by John Volkman (1975).
Available from project: paperbound, 8 pp, $1.50.

Ethnicity in Portland 1850-1970: A Brief Demographic History, by Jan Hickok, Kent T. Layden, and John Volkman (1975).
Available from project: paperbound, 16 pp, $2.50.

Experiencing Ethnicity in Urban Neighborhoods, by Stephen V. Schneider and Kent T. Layden (1979, revised).
Available from project: paperbound, 12 pp, $2.00.

The Location and Availability of Data Sources Related to the History of Ethnic Groups in Portland, Oregon and A Proposed Research Design, by Rick Paulson (1975).
Available from project: paperbound, 6 pp, $1.00.

Portland Area Studies of Ethnicity, by John Volkman (1975).
Available from project: paperbound, 10 pp, $1.50.

Portland's Chinese: The Early Years, by Hugh Clark (1978, revised).
Available from project: paperbound, 19 pp, $2.50.

How the National and Local Literature Surveys Were Conducted for the Increasing the Understanding of Multi-Ethnic Heritage Project, by Kent T. Layden (1975).
Available from project: paperbound, 5 pp, $1.00.

Increasing the Understanding of Multi-Ethnic Heritage: A Technical Report, by Kent T. Layden (1975).
Available from project: notebook binder, 15 pp, $2.50.

Increasing the Understanding of Multi-Ethnic Heritage: Final Technical Report, by Kent T. Layden (1975).
Available from project: notebook binder, 19 pp, $2.50.

This project's goals were to identify ethnic groups in Portland, develop learning materials about them, and develop replicable learning strategies for substantially increasing learner understanding of their multiethnic heritage.

The materials developed were not all "adequately field-tested" according to the project's final technical report, but "each instructional unit was introduced to a population of students and reactions were gained on a spontaneous basis." Materials for classroom use include *Getting on Track: A Student's Guide to Locating Information on Ethnicity* and a videotape and accompanying guide on conducting oral history. A number of models for developing multiethnic curriculum are presented in *Ethnicity and Ethnic Curriculum Materials*. In addition, background papers on ethnicity were developed for use by teachers and the project staff. The papers include a study of Portland's Chinese population and various documents on the collection and use of ethnic data.

A dissemination effort was conducted by the center in 1975. A description of these activities is contained in the analysis of Project Build (see catalog entry 158).

158. PROJECT BUILD: BUILDING USEFUL INVOLVEMENT FOR LOCAL DISSEMINATION

Portland Center for Urban Education
0245 Southwest Bancroft Street
Portland, Oregon 97201

Project Director:	Kent T. Layden
Ethnic Group:	Multiethnic (Oregon, Portland)
Subject Area:	All Areas
Audience/Grade Level:	Adult/Community Education Teacher Education (K-12)
Format:	Print
Year Funded:	1975
Amount of Funding:	$24,000.00

Materials/Availability:

Final Technical Report: Project Build, by Kent T. Layden (July 1976).
Available from project: paperbound, 75 pp, $10.00.

The purpose of Project BUILD was to establish a replicable, ongoing communication process between representatives of local ethnic communities and the schools about intercultural education needs. To accomplish this objective, the project conducted the following activities: (1) development of needs assessment models and instruments followed by data gathering in selected ethnic communities and school systems; (2) development of profiles of available multicultural curricula and materials; (3) conduct of a conference between school personnel and representatives of ethnic communities to compare perceived needs with curriculum profiles and establish curriculum goals; (4) preparation of a draft of conference outcomes and conduct of a second conference to devise an action plan for implementing curriculum changes based on local needs; and (5) documenting the entire process in an adopter's guide suitable for replicating the process nationwide.

Three communities were involved in the project--a multiethnic district in the city, a suburban district with several white ethnic groups represented, and a district with a high Chicano concentration. Ethnic community organizations such as the Japanese American Citizens League and the Urban Indian Program were chosen to represent the ethnic groups in these districts.

The process used in the project is described in detail in the final technical report. This report takes the place of the originally planned adopter's guide. All the details of how the project was organized, types of instruments used, and final outcomes are in the report.

Pennsylvania

159. MULTI-ETHNIC RENEWAL AND RESURGENCE IN THE DELAWARE VALLEY: TEACHER TRAINING IN ETHNIC HERITAGE STUDIES

Balch Institute
Education Department
18 South Seventh Street
Philadelphia, Pennsylvania 19106

Project Director:	Philip F. Mooney
Ethnic Group:	Multiethnic; Irish Americans, Italian Americans, Jewish Americans, Polish Americans
Subject Area:	Social Studies

Audience/Grade Level: Student Materials (9-12)
Teacher Education (9-12)
Format: Nonprint
Year Funded: 1977
Amount of Funding: $45,490.00
Materials/Availability:
A series of four slide programs, each accompanied by a script and a Teacher's Guide, is in preparation. Working titles are:
1. *Ethnic Communities: Polish.*
2. *Ethnic Communities: Italians.*
3. *Ethnic Communities: Jewish.*
4. *Irish in America.*

The slide programs will be available from the project.

This project conducted teacher training courses in ethnic studies and the ethnic factor in American life for 314 secondary teachers in Pennsylvania and New Jersey. The project believes that since classroom teachers play a large role in the development and socialization of their students, they must be sensitized to the facts of American diversity and the cultural pluralism of its people. The major objective of the courses was to equip teachers with the conceptual framework required for an understanding of immigration, ethnicity, and pluralism in the United States and particularly in the metropolitan Philadelphia/Montgomery County region.

Teachers received credit for participating in the courses. In the initial session of a typical course, an overview was given of the history of immigration in the United States, and sociological concepts relating to assimilation, the melting pot, and the idea of pluralism were discussed. The second part of a course usually dealt with the theme of images and identity. Teachers participating in the course were given the opportunity to listen to representatives of various ethnic groups present their views of their group's history, occupational and settlement patterns, and value structure. Representatives also gave overviews of what they considered their groups' chief concerns to be. In the last part of a course, teachers were introduced to new teaching materials and strategies which they could integrate into their social studies courses.

The project is also in the process of developing four slide programs, which it will distribute free to the teachers who attended the courses. The working titles of the first three slide programs are: *Ethnic Communities: Polish; Ethnic Communities: Italians;* and *Ethnic Communities: Jewish.* Each of these slide programs deals with the institutions of the ethnic group and its history and settlement patterns. The fourth slide program deals with the myth or reality of the *Irish in America.* The slide programs are intended to be used with high school students, and each will be accompanied by a script and a teacher's guide.

160. ETHNIC STUDIES AND MULTICULTURAL TEACHER EDUCATION IN THE UNITED STATES

Bloomsburg State College
Multicultural Education Center
Bloomsburg, Pennsylvania 17815

Project Director: David E. Washburn
Ethnic Group: Multiethnic
Subject Area: Bilingual Education, Ethnic Studies (Higher Education)
Audience/Grade Level: Teacher Education (K-12)
Teacher Resources (13-16)
Format: Print
Year Funded: 1977
Amount of Funding: $14,796.00
Materials/Availability:
Ethnic Studies, Bilingual/Bicultural Education and Multicultural Teacher Education in the United States: A Directory of Higher Education Programs and Personnel, Volumes 1, 2, 3, and 4, by David E. Washburn (1978).
Available from (1) project: paperbound, 1372 pp, $14.95.
(2) ERIC: Volume I–ED 175 847; Volume 2–ED 175 848; Volume 3–ED 175 849; Volume 4–ED 175 850; each volume microfiche: $0.83 plus postage; paper copy not available from EDRS.

A four-volume directory, *Ethnic Studies, Bilingual/Bicultural Education and Multicultural Teacher Education in the United States: A Directory of Higher Education Programs and Personnel,* was developed by this project.

During the 1977-1978 academic year, questionnaires were sent to 3038 postsecondary institutions in the United States and such outlying areas as Guam and Puerto Rico. The purpose of the study was to identify and describe programs and personnel in the areas of ethnic studies, multicultural teacher education, and bilingual/bicultural education so that a network of communication among those involved or interested in these programs might be established.

The directory is comprised of four chapters. The first three chapters serve as indexes and refer users to the fourth chapter, which contains the detailed descriptions of the various programs. Chapter 1 lists the ethnic studies programs by ethnic group and by state within ethnic group. Chapter 2 contains listings of the bilingual/bicultural programs first by state and then by language. Chapter 3 cites the multicultural teacher education programs by ethnic group and then by state.

The kinds of information provided in the detailed descriptions in chapter 4 include: school name and address; type of program, the kind of degree or certificate which can be earned, and–if a bilingual program–the languages taught; contact person and address; the number of general/theoretical courses and methods/materials courses taught; list of courses such as practica or internships that provide cross-cultural contact; the number of courses focusing on the United States' experience of specific ethnic groups (listed by ethnic group); length of operation of the program and the number of students participating; academic disciplines participating in the program; types of community involvement in the program; personnel involved in the program, their degrees, and areas of specialization; locally produced materials available; and comments about additional features of the program.

161. THE PENNSYLVANIA ETHNIC HERITAGE STUDIES DISSEMINATION PROJECT

Bloomsburg State College
Main and Penn Streets
Bloomsburg, Pennsylvania 17815

Project Director: David E. Washburn
Ethnic Group: Multiethnic (Pennsylvania)
Subject Area: All Areas, Ethnic Studies (Higher Education)
Audience/Grade Level: Teacher Resources (K-16)
Format: Print
Year Funded: 1975
Amount of Funding: $38,000.00
Materials/Availability:
The Peoples of Pennsylvania: An Annotated Bibliography of Resource Materials, Volumes I and II (undated).
Available from University Center for International Studies (Publications Section, University of Pittsburgh, G-6 Mervis Hall, Pittsburgh, Pennsylvania 15269): spiralbound, unnumbered pages, $14.95.
Ethnic Studies in Pennsylvania, by David E. Washburn (1977).
Available from (1) University Center for International Studies: spiralbound, 143 pp, $5.95.
(2) ERIC: ED 168 947, 142 pp, microfiche: $0.83/plus postage; paper copy not available from EDRS.
Directory of Ethnic Studies in Pennsylvania, by David E. Washburn (undated).
Available from University Center for International Studies: spiralbound, 400 pp, $6.95.

This project surveyed, collected, and evaluated available materials dealing with the ethnic experience in Pennsylvania and surveyed Pennsylvania ethnic heritage studies programs presently offered by all private and public elementary, secondary, and postsecondary schools in the state. Three publications were developed.

The Peoples of Pennsylvania: An Annotated Bibliography of Resource Materials cites materials that deal with the ethnic

experience in Pennsylvania. The materials are organized by ethnic group. Books, monographs, journal articles, annual reports, and newspapers are listed. A few nonprint items are also included.

Ethnic Studies in Pennsylvania is a compilation and analysis of the results of the survey of the K-12 and postsecondary institutions in the state regarding their ethnic studies programs. The report discusses which ethnic groups are studied, where degrees are granted in ethnic studies, how long the programs have been in operation, how many students are involved in the programs, which disciplines participate in the ethnic studies programs, and what types of community involvement are present in the programs.

The third publication, *Directory of Ethnic Studies in Pennsylvania,* is a directory of all ethnic studies programs in Pennsylvania's elementary, secondary, and postsecondary institutions, both public and private. Included for each school are the address, contact person, and a detailed description of its program.

162. DEVELOPMENT OF ETHNIC HERITAGE STUDIES KIT

Duquesne University
Tamburitzans Institute of Folk Art
1801 Boulevard of the Allies
Pittsburgh, Pennsylvania 15219

Project Director: Walter Kolar
Ethnic Group: Croatian Americans
Subject Area: Music, Social Studies
Audience/Grade Level: Student Materials (4-6)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $65,000.00
Materials/Availability:

Croatian Ethnic Heritage Studies Kit (1975). This kit contains the following materials:

1. Filmstrips:
   a. *My Croatian Heritage.*
   b. *Croatians: Costumes They Wear.*
   c. *Folk Instruments of Croatia.*
2. Stereo records, 2 sides each (33-1/3 rpm, 12"):
   a. *Croatians: Songs They Sing.*
   b. *Croatians: Dances They Dance.*
3. Cassette tapes:
   a. *My Croatian Heritage* (one side).
   b. *The Tamburitza* (one side).
   c. *Croatian Folk Instruments* (one side).
4. Student booklets:
   a. *Croatians: Who They Are,* by Walter W. Kolar (1975). 24 pp.
   b. *Croatians: Songs They Sing,* by Walter W. Kolar (1975). 26 pp.
   c. *Croatians: Dances They Dance,* by James Roncevic (1975). 28 pp.
   d. *Croatians: Instruments They Play,* by Paul Stafura and David René Kolar (1975). 24 pp.
   e. *A Christmas in Croatia,* by Walter W. Kolar (1975). 30 pp.
   f. *Croatians: Costumes They Wear,* by Walter W. Kolar (1975). 24 pp.
   g. *Croatians: Arts · Crafts · Customs,* by Walter W. Kolar (1975). 27 pp.
5. *Croatian Ethnic Heritage Studies Kit: Teacher's Manual* (1975). 19 pp.

Available from (1) project: all materials listed above, $39.95.
(2) ERIC: ED 139 718, microfiche: $0.83 plus postage; paper copy not available from EDRS. Note: Only the student booklets and the teacher's manual are available through ERIC.

This kit was designed to trace the threads of Croatian folklore to modern lifestyles through intertwining motifs in art, music, and customs. Units dealing with separate and specific areas of Croatian folk arts contain booklets and audio and visual components, accompanied by a teacher's manual. The materials are written primarily for an audience in grades 4-6, though they are also adaptable for higher grades. The material was tested in elementary classrooms and was enthusiastically received.

The teacher's manual describes the kit's components and specifies how to use the booklets, though no lesson plans are included. A pronunciation guide for the Croatian language and a list of Croatian establishments in the United States is included. A list of famous Croatian Americans and their fields or contributions is provided, as is a bibliography of sources on Croatian immigrants and culture.

All the booklets are illustrated with photographs and drawings. *Who They Are* identifies the Croatian people and discusses their immigration to America. A map of Yugoslavia and an explanation of Croatian surnames are included. *Songs They Sing* contains folk songs and traditional ballads with words and scores. The phonograph record to accompany the unit provides 15 songs sung by a soloist and/or a chorus in both English and Croatian. The choreography, musical notation, background, and formation for each of 12 Croatian dances is found in the booklet on dances. The accompanying phonograph record has 12 selections. *Instruments They Play* introduces 11 Croatian homemade musical instruments and features an explanation of the tamburitza, a lute-like stringed instrument which, with nine variations, comprises the tamburitza family. Recorded examples and two filmstrips accompany this material.

A Christmas In Croatia is a children's story which illustrates many of the traditions and customs which take place at that time of the year. *Costumes They Wear* depicts the regional variations in the national costume. A filmstrip is part of this unit. Pictorial and written descriptions of dances, songs, instruments, crafts, and ceremonial occasions are found in *Arts-Crafts-Customs. My Croatian Heritage* is a sound filmstrip featuring a young Croatian-American boy who tells something about himself and how he, as an individual with pride in his heritage, gets along in American society.

163. HERITAGE OF LEARNING PROJECT

King's College
133 North River Street
Wilkes-Barre, Pennsylvania 18711

Project Director: Clement L. Valletta
Ethnic Group: Multiethnic; Black Americans, German Americans, Irish Americans, Italian Americans, Lebanese Americans, Lithuanian Americans, Polish Americans, Russian Americans, Slovak Americans, Ukrainian Americans, Welsh Americans (Pennsylvania, northeastern)
Subject Area: Literature, Social Studies/Social Sciences, State History
Audience/Grade Level: Student Materials (7-16)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $28,000.00
Materials/Availability:

Ethnic Drama: Video-Texts and Study Guides, by Clement L. Valletta et al. (undated).
Available from (1) project: 84 pp, spiralbound, $7.50.
(2) ERIC: SO 012 322.

A Glass Rose.
Available from project: color video cassette, 30 minutes, rental, $20.00.

First Person Dreams
Available from project: color video cassette, 30 minutes, rental, $20.00.

The *Heritage of Learning Project* had as its major goal the development of drama materials which would reflect the affective dimensions of ethnicity. Following completion of multimedia materials, a three-week seminar was held focusing on the history, experiences, and cultural heritage of the ethnic groups of northeastern Pennsylvania.

A novel, *A Glass Rose,* by Richard Bankowsky was scripted into a one-act play. Still photographs were videotaped to accompany the dramatic reading of the play. The play concerns the

decline of a Polish immigrant family who resides in an ethnic neighborhood near the industrial section of an American city. Their hopes and dreams for their life in America and the problems they encounter are depicted.

First Person Dreams is a spoken collage of several excerpts from stories, poems, plays, letters, and diaries, illustrated with still photographs on videotape. All the excerpts express particular views of self, family, and American life, each from a different ethnic viewpoint. The materials also emphasize the distinctive culture of particular regions.

The project also produced two printed documents. *Ethnic Drama: Video-Texts and Study Guides* contains the scripts, study guides, and discussion questions for *First Person Dreams* and *A Glass Rose.* It also contains a synopsis, study questions, and a rehearsal log for the play, "Philadelphia, Here I C..nel" by Brian Friel. This play is the story of Gareth O'Donnell and his last night in Ireland before he comes to America to live in Philadelphia. This play also looks at self, family, and others from a cultural (Irish) point-of-view.

164. THE STUDY OF ETHNIC MINORITIES IN NORTHEASTERN PENNSYLVANIA: LACKAWANNA COUNTY/LUZERNE COUNTY

Joint Project of
Kings's College
133 North River Street
Wilkes-Barre, Pennsylvania 18711
and
University of Scranton
Ethnic Studies Program
Scranton, Pennsylvania 1851C

Project Directors:	Clement L. Valletta and Michael De Michele
Ethnic Group:	Black Americans, German Americans, Irish Americans, Italian Americans, Lebanese Americans, Lithuanian Americans, Polish Americans, Russian Americans, Slovak Americans, Ukrainian Americans, Welsh Americans (Pennsylvania, northeastern)
Subject Area:	Social Studies/Social Sciences, State History
Audience/Grade Level:	Student Materials (9-16) Teacher Resources (9-16)
Format:	Print and Nonprint
Year Funded:	1974
Amount of Funding:	$60,000.00

Materials/Availability:

Ethnic Heritage Studies: Papers of the Institute at King's College, 1975. Paperbound, 402 pp.
Available from ERIC: SO 012 321. This publication is housed at the University of Scranton, Department of History, Scranton, Pennsylvania.

This project developed many audiovisuals including slides, audiotapes, videotapes, and 16mm films. These materials are not for sale. They are stored at King's College Library, Wilkes Barre, Pennsylvania.

The project's goals were to research ethnic minorities in northeastern Pennsylvania (Lackawanna County), to identify or develop materials for use at the secondary and college levels about the contributions of these ethnic groups, and to conduct a training institute using these materials.

The project dealt with 11 groups: Black Americans, German Americans, Welsh Americans, Irish Americans, Slovak Americans, Polish Americans, Ukrainian Americans, Russian Americans, Lithuanian Americans, Lebanese Americans, and Italian Americans. Representatives from each of these groups were identified and asked to consider what aspect of their experience they wanted to explore and develop for teachers to present to their classes. Each of the ethnic groups sponsored cultural activities. Each ethnic group also developed audiovisual and print materials.

The audiovisuals* developed included over 450 slides, 25 oral history tapes, 43 hours of videotaped presentation, and 90 minutes of uncut 16mm films.

The oral history tapes cover a variety of topics. The 11 ethnic groups listed above are discussed, as are English, Scotch, Slovene, Jewish, and Puerto Rican Americans. Other topics discussed include immigration, urbanization, the Roman Catholic Church, the Polish National Catholic Church, ethnic music, coal mining, and Molly Maguires. Among the topics discussed on the videotapes are coal mining, movies, Molly Maguires, unionization, immigration, ethnic politics, the various ethnic groups, and ethnic studies and research. All audiovisuals developed by the project have been deposited at the King's College Library in a special collection. This special collection also contains other ethnic studies materials collected during the project.

The printed materials developed by the ethnic groups participating in the project are included in the compendium entitled *Ethnic Heritage Studies: Papers of the Institute at King's College, 1975.* Most of the 25 papers included in the compendium deal with the ethnic minorities in northeastern Pennsylvania. Some are of a more general nature and discuss the teaching of ethnicity.

Thirty-seven people, including elementary, secondary, and college teachers, counselors, reading specialists, and school nurses, participated in the institute designed to introduce them to the materials developed by the ethnic groups.

165. ONE LAND – MANY VOICES

Metropolitan Pittsburgh Public Broadcasting, Inc.
Educational Services
4802 Fifth Avenue
Pittsburgh, Pennsylvania 15213

Project Director:	John J. Sommers
Ethnic Group:	Multiethnic
Subject Area:	Music
Audience/Grade Level:	Student Materials (13-16) Teacher Resources (13-16)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:

America's Ethnic Music, by Theodore C. Grame (1976).
Available from Cultural Maintenance Associates (P.O. Box 802, Tarpon Springs, Florida 33589): paperbound, 232 pp, $10.00 (less for bulk orders).

One Land, Many Voices: Ethnic Heritage Through Music (1976).
Available from project: paperbound, 47 pp, $6.95.

Audiotapes of fifteen one-hour radio broadcasts: *One Land-Many Voices* (1976). Individual titles as follows:

1. *Music in an Industrial City.*
2. *An Emigrant Sings.*
3. *Songs of Emigration.*
4. *Songs of Derision.*
5. *Religious Music I.*
6. *Religious Music II*
7. *Music for Life's Rituals.*
8. *The Festival.*
9. *Secular Song.*
10. *Instrumental Music I.*
11. *Instrumental Music II.*
12. *Seventy-Five Years of Ethnic Recordings.*
13. *Ethnic Heritage Radio.*
14. *Ethnicity in Popular Music I.*
15. *Ethnicity in Popular Music II.*

These audiotapes are not available.

Believing that the essence of cultural history is retained in music and that individuals can become better acquainted with their past through the medium of music, the project created 15 one-hour radio programs dealing with ethnic music. The programs comprised a college credit course that examined the significance

*No audiovisuals were available for preview. All descriptive information contained in this analysis was obtained from the project's final report.

of music as a powerful and flourishing cultural expression and explored music's relation to the life of an individual, the emigration experience, religion, rites of passage, work, and genres of song. Two documents were prepared for use by students or for course administrators.

America's Ethnic Music consists of 12 chapters which examine the role of music in the categories given above, as well as its relationship to conflict situations and festivals. Additional chapters concern musical instruments and musicians, ethnic recordings and radio programs, and popular ethnic music. Each chapter contains an annotated list of further readings. The book concludes with a bibliography of sources on general music and a compilation of sources related to specific nationalities.

One Land, Many Voices is a support package for faculty and administrators. It is intended to assist those planning a correspondence course which will have a limited number of on-campus meetings. Included are directions for promoting the course, conducting a class, establishing an evaluation system and a communication network for student participation, teaching students to maximize their participation in the course, teaching the course on the basis of three, six, or nine classroom sessions, and, finally, studying effectively.

166. JEWISH ETHNICITY KIT PROJECT

Philadelphia Lubavitcher Center
7622 Castor Avenue
Philadelphia, Pennsylvania 19152

Project Director:	Abraham Shemtov
Ethnic Group:	Jewish Americans
Subject Area:	Social Studies
Audience/Grade Level:	Student Materials (1-12)
Format:	Print and Nonprint
Year Funded:	1977
Amount of Funding:	$33,800.00

Materials/Availability:
Kit on Jewish Ethnicity (working title) (in preparation).
The kit will be available from the project when completed.

This project is developing a curriculum materials kit* on Jewish ethnicity for use with students in grades 1-12. The kit will be sent to 59 Lubavitcher Centers in 24 states; teachers in these centers will be trained in its use.

The curriculum materials kit will present Jewish ethnicity as it is practiced today in the United States and as it has evolved through history. Since Jews have migrated to the United States from such different cultures as Russia, Germany, Poland, Spain, North Africa, and the Near East, American Jewish ethnic culture is diverse and international. The kit will stress this diversity. It will contain photographs, films and filmstrips, tapes, books, and pamphlets. Also included in the kit will be actual "tools" of Jewish ethnicity: for example, directions for baking traditional Jewish breads, crafts projects, a Jewish calendar, and a charity box. The aim will be to provide a multidimensional view of Jewish ethnicity as a living heritage.

167. DISSEMINATION THROUGH TRAINING WORKSHOPS

University of Pittsburgh
Pennsylvania Ethnic Heritage Studies Center
151 Mervis Hall
Pittsburgh, Pennsylvania 15260

Project Director:	Sandy Smoltz
Ethnic Group:	Multiethnic
Subject Area:	Social Studies
Audience/Grade Level:	Teacher Education (1-12)
Format:	Not Applicable
Year Funded:	1976
Amount of Funding:	$43,000.00

Materials/Availability:
Because this was a teacher training project, no materials were developed.

This project disseminated ethnic studies curriculum materials developed by Title IX projects to elementary and secondary school teachers and trained the teachers in the use of the materials. Workshops were conducted in three major ethnic regions in the state: Pittsburgh, Philadelphia, and Wilkes-Barre/Scranton.

Teachers participating in the workshops were involved in a variety of activities, including lectures, films, and discussions dealing with the history and culture of Pennsylvania's many ethnic groups. Teachers learned about family history, oral history, community studies, and cross-cultural simulations as approaches to ethnic studies. They were taught how to identify and use primary sources to teach about ethnic groups in the United States. Teachers were also given the opportunity to preview and evaluate ethnic studies materials developed by Title IX projects and by commercial publishers.

Puerto Rico

168. AN ETHNIC HERITAGE PROGRAM FOR NEORICANS, CUBANS, AND CONTINENTAL AMERICANS IN PUERTO RICO AND THE UNITED STATES

Inter American University of Puerto Rico
Department of Education
G.O.P. Box 3255
San Juan, Puerto Rico 00936

Project Director:	Norma T. Brady
Ethnic Group:	Neo-Ricans (Puerto Rico)
Subject Area:	Language Arts
Audience/Grade Level:	Teacher Resources (K-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$38,106.00

Materials/Availability:
Final Report: Ethnic Heritage Project, by Norma T. Brady (1978). Not available.

The original goals of this project were changed somewhat as work progressed. The major objective was to "promote effective interactions among members of various ethnic groups on the island" of Puerto Rico. Originally these groups were to include Cubans and Neo-Ricans (persons of Puerto Rican heritage who have spent the majority of their childhood and adolescence in the continental United States). Because the problems encountered by these two groups were so distinctive, the advisory board and project director decided to work exclusively with Neo-Ricans.

Project activities included two components: teacher training and a comparative study of attitudes of Neo-Rican students in Puerto Rico with students in the United States. Twenty preservice and inservice teachers participated in the training, which included strategies for dealing with multiethnic problems in the classroom and writing and field testing classroom materials. Workshops were held on human relations, individualized teaching modules, competency-based education, bilingual instruction, research techniques, and Neo-Rican literature.

A questionnaire was administered to 1012 Puerto Rican students in grades 10-12 living in the United States and to 1156 students attending grades 9-12 in Puerto Rico. A summary of the findings from the final project report indicates that "There was little difference found in the questionnaire results based upon group variables. Both the Neo-Rican students and their families are adaptable to either the culture of the United States or that of Puerto Rico. Of greatest concern are social acquisition problems followed closely by language acquisition. Those in traditional (not bilingual) schools received little or no help in transition except from their peers and teachers, but little from counselors. Both groups desired more transitional help. Some 85% of those surveyed did not object to being called Neo-Ricans." Although the final report contains copies of the questionnaires, it does not give the complete results from which the above findings were taken.

*All descriptive information contained in this analysis was provided by the project.

Details on the forthcoming publication on Neo-Ricans are not available.

Rhode Island

169. NARRAGANSETT TRIBAL ETHNIC HERITAGE PROJECT

Narragansett Tribal Education Project, Inc.
Indian Education Department
P.O. Box 429
Charleston, Rhode Island 02813

Project Director:	Rachel Greener
Ethnic Group:	American Indians (Narragansetts-New England and Rhode Island)
Subject Area:	Archeology, Art, Social Studies
Audience/Grade Level:	Student Materials (11-12) Teacher Education (11-12)
Format:	Print
Year Funded:	1977
Amount of Funding:	$35,397.00

Materials/Availability:

Narragansett Indians, by the Narragansett Indian Tribe (1978).
Available from ERIC: SO 012 527.

A Nineteenth Century Narragansett Homestead in Charlestown, Rhode Island (undated).
Available from ERIC: SO 012 526.

The project's activities included the development of curriculum materials for a six-week senior high school mini-course on American Indians of New England, in particular the Narragansett Tribe of Algonquin. The curriculum was published in *Narragansett Indians,* a hardback book, which provides curricula, tests, and bibliographies for teaching the history and culture of the Narragansett. Tribal representatives served as advisors to the project and made final revisions of the material.

The curricula was pilot tested in two school districts. An inservice/technical assistance training program for school district personnel who would use the mini-course was given.

The *Narragansett Indians* is a curriculum guide that includes outcome objectives, daily lesson plans, and references to teaching techniques and aids. Historical topics covered include: prehistory; arrival of the Mayflower; government and sachems; King Phillip's War; and states' attempt to dissolve tribes. Topics dealing with culture include: housing and the seasons; weapons and hunting; clothing; foods; weaving; pottery; songs, legends, and dance; and religious ceremonies and rituals.

A pre/posttest is provided for the curriculum. The guide concludes with an annotated list for site visits and a 17-entry bibliography.

An archeological expedition of students was sponsored by the project. The expedition was directed by an archeologist. One volume produced by the project reports on the archeological dig. It describes the excavation site and its recorded history and summarizes the research objectives, the techniques employed at the site, and the excavations by area and unit. Interpretations of the findings and conclusions are also given. Illustrations include numerous drawings, diagrams, and photographs. The document, entitled *A Nineteenth Century Narragansett Homestead in Charlestown, Rhode Island,* is site-specific.

170. ETHNIC HERITAGE STUDIES PROJECT

Rhode Island College
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

Project Director:	George Kellner
Ethnic Group:	Multiethnic (Rhode Island)
Subject Area:	Psychology, Social Studies, Sociology, State History, U.S. Government and History
Audience/Grade Level:	Student Materials (9-12) Teacher Resources (9-12)
Format:	Not Applicable
Year Funded:	1975
Amount of Funding:	$41,000.00

Materials/Availability:
Because this was a training project, no materials were developed.

This project was funded to disseminate and train high school teachers to use *From Immigrant to Ethnic: A Rhode Island Study,* a kit containing three units of study dealing with immigration and ethnicity. The kit was developed by Rhode Island teachers specifically for use in the Rhode Island schools; it was field tested and revised prior to receipt of the Office of Education funding.

The kit contains a game entitled *Entry 1925* and three units of study: "The Immigrant Experience," "Becoming American," and "No Irish Need Apply." The units can be used individually or together. They are designed to form the basis of a mini-course in ethnic studies or to be integrated into high school courses in social studies, United States history, sociology, American government, contemporary issues, psychology, or Rhode Island state history.

Although there is emphasis on the state of Rhode Island, most activities can be used by teachers in other states to teach about immigration and ethnicity in general. The activities and strategies utilized to teach about Rhode Island state and local history can also be adapted or used to teach the ethnic histories of other states and local areas.

All student materials are provided and background readings for teachers are cited. Teaching procedures are clearly outlined. No special teacher training is necessary for the first two units. However, teachers who field tested the third unit reported that because of the unit's high affective content, they needed inservice training and background information on the issues of stereotyping and discrimination.

In the first unit, "The Immigrant Experience," students are provided with an overview of immigration patterns for the United States and for Rhode Island in particular. Students investigate their own family immigration and ethnic history, study the size and settlement patterns of selected ethnic groups in Rhode Island, and examine local immigration in relation to national immigration movements.

The second unit, "Becoming American," looks at past and current immigration laws and policies. Students learn about the theory of popular eugenics which supported the exclusion of certain groups from entrance to the United States, examine the immigration procedures that were in effect at Ellis Island in 1925, and revise the existing immigration law. Also examined in this second unit are the socioeconomic problems confronting ethnic communities and the role of the school in helping recent immigrants adapt to America.

The concepts of stereotyping, prejudice, and discrimination are studied in the third unit, "No Irish Need Apply." Students are provided with historical examples of occupational and social stereotyping of selected ethnic and religious groups and discuss present-day Affirmative Action hiring and placement procedures. This unit also involves students in an examination of their own ideas on and opinions of stereotyping, prejudice, and discrimination.

In the game *Entry 1925* students are exposed to the conditions that existed at Ellis Island in 1925.

Students begin the three-unit study through two introductory activities. To measure the degree to which they have formed ideas on ethnic studies matters, students are first asked to respond to a series of statements in a pre-assessment questionnaire. In the second introductory activity, which is designed to pique student interest in local history and its relation to immigration, students analyze and discuss a series of black and white photographs depicting Rhode Island scenes related to ethnicity and immigration.

The major teaching technique used in all three units is student reading followed by classroom discussion. Readings include excerpts from letters and congressional hearings; journal, magazine, and newspaper articles; and other primary source materials. Discussion questions are provided in the teacher's guide. Students are also involved in such activities as conducting oral interviews of their family history, researching their local town history, analyzing census data, designing a promotional activity they would use to bring people to this country, and taking the Visual Comparison Tests which were administered to early immigrants

to determine if they were suitable for admission.

The kit contains all materials required to use the units, including 30 copies of needed student materials, transparencies, slides, and a Teacher's Guide. It is available from Rhode Island College (Attn: Katherine Murray, Assistance Professor, Department of Anthropology/Secondary Education, Providence, Rhode Island 02908). A limited number of kits are available for $100.00. The *Entry 1925* game alone is $20.00.

171. THE ETHNIC HERITAGE STUDIES PROGRAM OF RHODE ISLAND

Rhode Island Department of Education
199 Promenade Street
Providence, Rhode Island 02908

Project Director:	Charles Mojowski
Ethnic Group:	French Americans, Italian Americans, Latin Americans, Portuguese Americans, Puerto Rican Americans
Subject Area:	Foreign Languages (Spanish, Italian, French, and Portuguese), Social Studies
Audience/Grade Level:	Student Materials (9-12) Teacher Resources (9-12)
Format:	Print and Nonprint
Year Funded:	1974
Amount of Funding:	$50,000.00

Materials/Availability:

G'Italiani Del Rhode Island (An Italian Reader on the Italians in Rhode Island), by Remo J. Trivelli (1975). A 15-minute videotape accompanies the reader.

Portuguese Component (undated). A specific title for this component was not provided.

A Selective and Thematic Checklist of Publications Relating to Franco-Americans, by Armand B. Chartier (1975). 38 pp.

Spanish-Speaking Americans: A Selection of Readings, by Michael Navascues (1975).

None of the project materials are available.

This project had four major objectives: (1) to develop and field test learning kits for grades 2-6 relating to Portuguese- and Spanish-speaking people; (2) to develop curriculum materials for use in foreign language and social studies classes at the secondary level in the regional ethnic content in French, Italian, Spanish, Portuguese, Azorean, and Cape Verdean; (3) to disseminate the material developed by the project; and (4) to field test three ethnic studies units developed by Rhode Island College.

The project was not able to complete objective number one. Materials were purchased and collected for inclusion in the learning kits. However, because of time limitations, the kits were never completed.

The project developed four sets of student materials for use in secondary foreign language and social studies classes. The selection of readings entitled *Spanish-Speaking Americans* includes five stories and a poem in Spanish and an essay and autobiographical narrative in English. The writers of the materials represent the following countries or groups: Columbia, Puerto Rico, Dominican Republic, Cuba, and Mexican Americans. For each selection there is a brief introduction in English and a series of topics for discussion.

The purpose of the Italian reader *G'Italiani Del Rhode Island* and its accompanying videotape is to provide ethnic material for Italian language courses at level III of high school or in the third semester of college. The reader contains three parts: a history of the Italians in Rhode Island, a profile of the lives of some prominent members of the Italian community, and an anthology of newspaper articles which appeared in the *Echo* between 1897 and 1975. While the emphasis is on the Italian Americans in Rhode Island, some of the articles treat the history of Italian Americans in general. Selections are accompanied by discussion questions and suggested learning activities. The videotape* contains a brief narrative of the Italian community on Federal Hill and a series of comments by Italians and Italian Americans on the acculturation of their people in Rhode Island.

The Portuguese component contains four stories translated into English. The stories deal with the Cape Verdean and Portuguese experiences in the United States. Suggestions for discussion, individual projects, and supplementary work accompany each story.

The French component, entitled *A Selective and Thematic Checklist of Publications Relating to Franco-Americans* contains an annotated bibliography of materials for secondary school teachers of French or social studies who wish to know more about French Americans before initiating mini-courses on this ethnic group. Journal articles, books, and papers presented at professional meetings are included.

Since no materials were completed and field tested, no dissemination could be conducted during the project period.

The fourth activity involved the project in field testing three ethnic studies units developed by Rhode Island College: "The Immigrant Experience," "Becoming American," and "No Irish Need Apply" (see catalog entry 170 for description of these three units).

South Carolina

172. THE ETHNIC HISTORY OF SOUTH CAROLINA PROGRAM

Charleston County School District
Division of Instruction
3 Chisholm Street
Charleston, South Carolina 29401

Project Director:	Hunter Draper
Ethnic Group:	Multiethnic (South Carolina)
Subject Area:	State History
Audience/Grade Level:	Teacher Education (8) Teacher Resources (8)
Format:	Print
Year Funded:	1974
Amount of Funding:	$30,000.00

Materials/Availability:

The Ethnic History of South Carolina: South Carolina's Contribution to American History (1975).

Available from (1) project: paperbound, 296 pp, $10.00.
(2) ERIC: SO 012 306.

This project developed a publication on *The Ethnic History of South Carolina: South Carolina's Contribution to American History* for use by 8th-grade history teachers. The project also sponsored a two-day orientation workshop for all 60 of the 8th-grade history teachers in the Charleston County schools. All teachers were given opportunities to discuss and examine the publication, which is a model of the fusion of United States history and South Carolina state history.

The Ethnic History of South Carolina contains 18 historical essays written by teachers. Presented in chronological order, the essays each contain a description of the national scene followed by a description of events as they happened in South Carolina during the same period. Ethnic contributions of Black Americans, French Americans, German Americans, Greek Americans, Scotch-Irish Americans, Jewish Americans, and American Indians are presented in each essay when appropriate. Biographical sketches are interspersed throughout the work. At the end of each essay or chapter are numerous activities for students having varying abilities. Students model a plantation, write poems, role play, participate in ethnic dances, debate topics, prepare ethnic food, write biographical sketches, and do library research. Also provided at the end of each essay are student and teacher bibliographies.

173. YORK COUNTY MULTIETHNIC CULTURAL HERITAGE PROJECT

Winthrop College
Rock Hill, South Carolina 29733

*The videotape was not available for analysis. Descriptive information provided in the analysis was taken from the project's final report.

Project Director:	B. Joye Pettigrew (Berman)
Ethnic Group:	Multiethnic; American Indians (Catawba), Black Americans, Southern Appalachian Americans (Scotch-Irish) (South Carolina, York County)
Subject Area:	Art, Language Arts, Social Studies
Audience/Grade Level:	Adult/Community Education Student Materials (7-12) Teacher Resources (K-12)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:

Black Businesses of Rock Hill, S.C., by Barbara Boulware et al. Slide/tape presentation, 3 cassette tape interviews, 17 miscellaneous slides, and *Directory of Black Business Persons of Rock Hill, S.C.*

Catawba Indian Life, by Gail Sumwalt (1977). Cassette tape, 4 slides, 13 transparencies, miscellaneous print materials.

The Catawba Indians: Glimpses from the Past, by Kim Cantey (1977). 52 color slides.

Catawba Indians Today, by Randall Munn (1977). Slide/tape presentation, 2 cassette tapes, written slide descriptions.

Changing Architectural Styles in Rock Hill, S.C., by Billy Gibson (1977). Slide/tape presentation.

Clinton Junior College, by Barbara Boulware and Teresa Roddey (1977). 6 slides, 1/12/29 issue of *The Clinton News.*

Creativity: Interviews with Rock Hill Artists, by Mary Long (1977). 19 slides, 6 cassette tape interviews, 6 lists of interview questions.

The Days of the Steam Locomotives: An Interview with L.C. Denton and Others, by Mary Williams (1977). 11 slides and 3 cassette tapes.

Death and Dying: Attitudes and Practices in York, S.C., by Merrio Barton (1977). 23 color slides, 5 cassette tapes of interviews.

Friendship Junior College: An Interview with Former President James Goudlock, by C. Kerwan (1977). 7 slides, videotape, list of interview questions.

The History of a Block, 1942-1977, by Charlotte Justice (1977). Cassette tape interview with Mrs. Loubert Kimbrell, 3 slides.

Old Homes in Bethesda Community and a Short History of Rural Schools, by Addie Howell (1977). 32 slides with print descriptions of each.

The Impact of Religion on Black Culture, by Ruth Wright et al. (1977). 8 slides, 3 cassette tapes, videotape of Black church service.

The Long Road to Freedom: An Interview with Cynthia P. Roddey, First Black Student at Winthrop College, by Teresa Roddey (1977). 4 slides, cassette tape interview, newspaper article.

Medicinal Herbs and Roots, by Barbara Boulware (1977). 8 slides, 4 pp of dictionary terms of specific herbs (no reference).

Midwifery in York County: An Interview with Hester Boulware, by Barbara Boulware (1977). Cassette tape interview, 10 color slides, videotape interview.

Minority Organizations of Rock Hill, S.C. and the Local NAACP, by John Douglas (1977). Cassette tape interviews of two past presidents of local NAACP, collection of print materials, video- and audiotapes of state NAACP meeting (1977), and list of minority organizations in York County.

North American Indian Artifacts at the York County Museum, by York Museum Staff (1977). 18 slides, slide descriptions.

Three Generations: As You Grew Up, by Mary Long (1977). 2 cassette tapes, list of interview questions.

Views from the Black Community: Education and Religion, by Teresa Roddey et al. (1977). 11 slides, 4 cassette tapes, newspaper article.

A Visit with Doris Blue: A Catawba Indian Potter, by Doris Blue and Gail Sumwalt (1977). 35 slides, 2 cassette tapes, 2 videotapes.

A Visit to the Senior Citizens Center, by Community Study Class (1977). 8 slides, collection of student writings.

18 cassette tapes of summer workshop sessions.
None of the materials developed are available.

The four objectives of the York County Multiethnic Cultural Heritage Project were to (1) focus attention on the multiethnic cultural heritage of York County, South Carolina; (2) obtain the commitment of the school district to the concept of York County as multicultural; (3) develop short, self-contained modules for use in classrooms, neighborhood centers, and county museums; and (4) make these materials available for use outside the immediate area.

Project activities designed to achieve these objectives included development and teaching of a course in community studies at the high school in Rock Hill, collection of multiethnic resource materials for use by teachers and others in York County, and conduct of a summer workshop for teachers, museum workers, and other professionals. The modules were developed by the students in the community studies class and by the participants in the summer workshop.

Projects developed by students included a set of slides depicting a visit to the local senior citizens center and a slide/tape presentation on changing architectural styles in Rock Hill. A group of students worked with their teacher to develop a presentation to be given at the summer workshop on the impact of religion on black culture. The York County Museum staff also developed a presentation on Indian artifacts for that workshop.

A total of 19 projects were completed by the workshop participants. They are multimedia in nature and include slides, audiotapes, and videotapes. Topics range from midwifery and medicinal herbs and roots to the history of the three predominant ethnic groups of the county--Blacks, Catawba Indians, and Scotch Irish (Southern Appalachian). These materials would be of particular interest and use to persons living in York County; however, they do not have wide applicability outside of the county. There are no print materials describing possible classroom use.

South Dakota

174. INDIAN ETHNIC HERITAGE CURRICULUM DEVELOPMENT PROJECT

South Dakota Department of Education and Cultural Affairs
State Capitol Building
Pierre, South Dakota 57501

Project Director:	Josie Whiteagle
Ethnic Group:	American Indians (Lakota-Dakota-South Dakota)
Subject Area:	All Areas, Bilingual Education (Sioux and Lakota-Dakota), Language Arts, Science, Social Studies
Audience/Grade Level:	Student Materials (4-6) Teacher Resources (1-16)
Format:	Print
Year Funded:	1974
Amount of Funding:	$45,000.00

Materials/Availability:

Indian Studies Curriculum Material: Annotated Bibliography (1975).
Available from (1) project: 3-hole-punched, 41 pp, available for cost of printing and mailing.
(2) ERIC: RC 011 847.

Government of the Indian People, by Sister Charles Palm (1975).
Available from (1) project: 3-hole-punched, 48 pp, available for cost of printing and mailing.
(2) ERIC: ED 118 470, 54 pp, microfiche: $0.83/paper copy: $4.82, plus postage.

Indian Memories, by Mona Bublitz (1975). Accompanied by cassette tape.
Available from (1) project: 3-hole-punched, 96 pp, with cassette tape, available for cost of printing, tape duplication, and mailing.
(2) ERIC: ED 116 998, 96 pp, microfiche: $0.83/paper copy: $6.32, plus postage.

The Indians Speak For Themselves: Literature Booklet, by Alan J. Allery (1975).
Available from (1) project: 3-hole-punched, 92 pp, available for cost of printing and mailing.

(2) ERIC: ED 116 996, 96 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

Learning of the Indian People, by Sister Charles Palm (1975). Accompanied by cassette tape.

Available from (1) project: 3-hole-punched, 56 pp, with cassette tape, available for cost of printing, tape duplication, and mailing.
(2) ERIC: ED 116 997, 62 pp, microfiche: $0.83/paper copy: $4.82, plus postage.

Quiet, by Mona Bublitz (1975).

Available from (1) project: 3-hole-punched, 70 pp, available for cost of printing and mailing.
(2) ERIC: RC 011 846.

Science: An Indian Perspective: Ten Modules for Learning, by Allen J. Allery (1975).

Available from (1) project: 3-hole-punched, unnumbered pages, available for cost of printing and mailing.
(2) ERIC: ED 116 995, 64 pp, microfiche: $0.83/paper copy: $4.82, plus postage.

Social Life of the Indian People, by Sister Charles Palm (1975). Accompanied by cassette tape.

Available from (1) project: 3-hole-punched, 89 pp, with cassette tape, available for cost of printing, tape duplication, and mailing.
(2) ERIC: ED 118 471, 95 pp, microfiche: $0.83/paper copy: $6.32, plus postage.

This project developed seven booklets on the Lakota-Dakota Plains Indians of South Dakota and an annotated bibliography identifying existing American Indian ethnic studies materials. The materials were developed to "help school children of South Dakota understand the role and contributions of the Indian people by providing teachers with authentic materials which reflect an accurate and positive image of Indian people and Indian life."

The booklets were designed for use with middle school students, but they can also be adapted for use with junior and senior high school students. The materials were field tested in the schools. The booklets, which are three-hole-punched in a loose-leaf format for easy reproduction, can be used in social studies, science, or language arts courses. A variety of topics are covered.

Government of the Indian People is an historical review of the government of the Lakota-Dakota people. Indian stories told by the "elderlies" are included in the booklet *Indian Memories.* Both the Indian and English versions of the Indian stories are included on the cassette tape that accompanies the booklet. In *The Indians Speak For Themselves,* students are exposed to thoughts of the Lakota-Dakota people through poetry, narratives, and statements by famous Indian personalities. *Learning of the Indian People* begins by describing how an Indian boy and girl of long ago learned and then goes on to describe present-day Indian schools. On the cassette tape which accompanies the unit, Elijah Blackthunder relates personal experiences and elaborates on the importance of Indian education today. In the booklet *Quiet* photographs tell the story of children in quiet activities, alone and at play with others. In *Science: An Indian Perspective* the philosophy of the Lakota people - "necessary to life in order to remain in harmony with the universe and the balance of nature" - is interwoven into a variety of science activities and experiences that develop the powers of observation. The contributions to science by the Lakota-Dakota people are discussed. Students will learn about customs of the Lakota-Dakota people through the booklet *Social Life of the Indian People* and the accompanying cassette tape.

Each booklet contains a series of lessons. Each lesson consists of a narrative student reading, activity sheets, and teaching methods with additional recommended resources. Students are expected to read and/or listen to the narrative and then answer questions. Students are also involved in many activities, including values clarification, role playing, creative writing, drawing cartoons, making collages, studying Indian symbols, taking field trips, and building Indian basic designs.

The project also developed a selective annotated bibliography entitled *Indian Studies Curriculum Materials.* Only those materials recommended by a committee of American Indian readers are cited. Included among these are books, units of study, teacher resource materials, filmstrips, and motion pictures treating the history and culture of the American Indian tribes of South Dakota. Some of the resources listed are appropriate for use with adults; others for use with elementary, secondary, or college students. The bibliography also contains a listing of radio stations in South Dakota, Minnesota, and Nebraska that broadcast American Indian programs.

Texas

175. ETHNIC HERITAGE STUDIES PROGRAM

Crystal City Independent School District
805 East Crockett
Crystal City, Texas 78839

Project Director: Manuel Alonzo
Ethnic Group: Mexican Americans
Subject Area: Art, Dance, History, Language Arts, Music
Audience/Grade Level: Student Materials (6-12)
Teacher Education (6-12)
Format: Print
Year Funded: 1975
Amount of Funding: $40,000.00
Materials/Availability:

Twenty-three units of study dealing with Mexican Americans were developed. The units are not available for purchase; the originals and only copies were stored in a building which was destroyed by fire.

This project created a dissemination center for the Ethnic Heritage Studies Program (EHSP) and developed curriculum units of study dealing with Mexican Americans for use in grades 6-12. Inservice training workshops were also conducted for teachers.

Books, journals, manuals, cassette tapes, and films treating Mexican American history and culture were purchased for use by teachers and students. The materials were stored in the EHSP dissemination center.

Staff and classroom teachers also developed 23 curriculum units of study on Mexican American heritage. The units were written for use in history, language arts, art, music, and dance courses in grades 6-12. Topics were many and varied and included "Candidly Speaking: A Guide to Speech," "Chicano Music Curriculum," "Mexican American Literature," "Chicano Folklore Medicine," "Two National Heroes: Zapata y Villa," and "Chronologia de la Raza-A Chronology." The units were field tested in the schools and revised.

Inservice workshops for 125 junior and senior high school teachers were conducted to introduce the teachers to ethnic studies materials. The books, journals, manuals, and other resource materials collected for the dissemination center were discussed and presented. The teachers also were instructed in the use of the curriculum units.

176. MULTI ETHNIC HERITAGE DISSEMINATION PROJECT

Dallas Independent School District
Multi Ethnic Education Program
3700 Ross Avenue
Dallas, Texas 75204

Project Director: William Marks
Ethnic Group: American Indians, Asian Americans, Black Americans, Mexican Americans
Subject Area: All Areas, Bilingual Education (Spanish), Language Arts, Social Studies
Audience/Grade Level: Student Materials (7-12)
Format: Print and Nonprint
Year Funded: 1975
Amount of Funding: $40,000.00

Materials/Availability:

Multiethnic Heritage Kit. This kit contains the following materials:

1. *Ethnicity in the Media: Asian Americans* (1976). Unbound packet, 40 pp.
2. *Ethnicity in the Media: Black Americans* (1976). Unbound packet, 168 pp.
3. *Ethnicity in the Media: Mexican Americans* (1976). Unbound packet, 76 pp.
4. *Ethnicity in the Media: Native Americans* (1976). Unbound packet, 76 pp.
5. *Bibliography* (1976). Mimeographed, 34 pp.
6. *Game 921* (1976). Gameboard, 4 packs of cards, 10 "Free-to-be cards," and 4 starter cards.
7. *The Humble Way* (Second Quarter, 1970). Available from Humble Oil and Refining Company (P.O. Box 2180, Houston, Texas 77001): 9 pp, cost not available.
8. *Arizona Highways* (August 1976). Available from Arizona Highways (2039 West Lewis Avenue, Phoenix, Arizona 85009): 47 pp, $1.00.
9. *The Native American* (1976). 83 slides and 5-pp script with cassette.
10. *The Mexican American* (1976). 50 slides with 5-pp script in English, 5-pp script in Spanish, and cassettes in English and Spanish.
11. *Posters on Black Cowboys and Black Rodeos* (1976). 8 posters.
12. *A Ballad of Negro History,* by Langston Hughes. 4-pp script for uncompleted slide program.

Available from project: the complete kit or individual items from the kit can be obtained on a loan basis by writing to the project. They are not for sale.

This project prepared a limited number of multimedia kits for teaching secondary-level students about four ethnic groups: Asian Americans, Black Americans, Mexican Americans, and Native Americans. To give maximum flexibility to teachers, no curriculum guides were written. The kit contains a variety of resources relating to the geography, history, and cultural attributes of each ethnic group.

Ethnicity in the Media consists of four packets, each introducing the user to cultural diversity as reflected in the *Dallas Morning News* and *Dallas Times Herald.* The photocopied newspaper articles were selected to stimulate interest in voluntary reading, provide objectivity, and give all members of an ethnic group an opportunity to share an experience. A series of 15 questions precedes each set of articles; the questions can be a springboard for discussion, idea exchange, debate, or thought.

The *Bibliography* contains the "best" bibliographies, curriculum guides, newsletters, and audiovisual materials pertaining to the study of the four ethnic groups. Each item is annotated.

Game 921 derives its name from the Dewey Decimal system's classification for biography. This is a board game, useful in a small class, which teaches names and ethnic associations of famous personalities who have contributed to American life. The game should take no more than one class period to play.

The Humble Way deals with the art of Mexican America; the *Arizona Highways* issue concentrates on American Indian artists.

The slide/tape program on the Mexican American is not clearly synchronized and should be previewed by the teacher before use. The narration is provided in both Spanish and English. The program on Native Americans has a narration for 22 slides and a description furnished for the remaining 61 slides. The program on Black Americans has not been completed.

177. ETHNIC STUDIES IN THE ONE-RACE CLASSROOM

Human Systems, Inc.
3300 West Mockingbird Lane, Suite 530
Dallas, Texas 75235

Project Director:	Donald Weiss
Ethnic Group:	Multiethnic
Subject Area:	Social Studies
Audience/Grade Level:	Teacher Education (7-12) Teacher Resources (7-12)
Format:	Print
Year Funded:	1976
Amount of Funding:	$38,000.00

Materials/Availability:

From the Melting Pot to the Salad Bowl (1977).

The Laboratory Approach to Ethnic Heritage Studies Cultural Awareness and Race Relations: A Sourcebook for Secondary School Teachers, edited by Donald H. Weiss and Henry Garcia (1977).

These two publications are not available.

Human Systems, Inc. had as its goals the development of an effective training mechanism "that will sensitize teachers to many cultures within our society and the values inherent in cultural pluralism in a positive and productive fashion" and to prepare teachers "to impart to culturally isolated students the same sensitivity and valuing of cultural pluralism." Teacher training workshops to achieve this goal were conducted for 60 persons. The workshop design included activities which were designed to: (1) raise awareness of cultural pluralism, (2) provide understanding of the technical language and concepts of cultural pluralism, (3) increase skills in analyzing curriculum materials including skills needed to identify bias, and (4) encourage the use of experiential methods of teaching.

Although no workshop models were prepared, two sets of material were developed. The first, *From the Melting Pot to the Salad Bowl,* consists of three articles which are essentially position papers for taking a multicultural approach to general education. The second, the *Laboratory Approach to Ethnic Heritage Studies,* is a compendium of articles drawn from other sources. Many of the articles and/or chapters contain experiential activities which can be used in the classroom. For example, there are activities to teach self-awareness, interpersonal communication, values clarification, group process, conflict resolution, and so on. Since the activities do not have an ethnic or multicultural content, teachers would need to plan their own strategies for incorporating the activities into an ethnic studies program.

178. ETHNIC HERITAGE STUDIES PROGRAM: CZECHS, POLES, AND GERMANS IN TEXAS

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

Project Director:	Preston Kronkosky
Ethnic Group:	Czech Americans, German Americans, Polish Americans
Subject Area:	State History
Audience/Grade Level:	Student Materials (4-6)
Format:	Print
Year Funded:	1974
Amount of Funding:	$50,000.00

Materials/Availability:

Ethnic Heritage Studies Program: Czechs, Germans, and Poles in Texas, Annual Performance Report (1975).

Czechs in Texas: Teacher's Guide, developmental edition (1975).

Czechs in Texas: Student Text, developmental edition (1975).

Czechs in Texas: Resource Guide, developmental edition (1975).

Germans in Texas. Teacher's Guide, developmental edition (1975).

Germans in Texas: Student Text, developmental edition (1975).

Germans in Texas: Resource Guide, developmental edition (1975).

Poles in Texas: Teacher's Guide, developmental edition (1975).

Poles in Texas: Student Text, developmental edition (1975).

Poles in Texas: Resource Guide, developmental edition (1975).

None of the project materials are available.

The major objective of this program was to develop materials to teach upper elementary students (grades 4-6) about three of the ethnic groups which settled Texas-Czechs, Germans, and Poles. These materials focus on the background, experiences, and contributions to the development of Texas made by these three groups.

For each ethnic group, three components were developed: teacher's guide, student text, and resource guide. The format for

the three teacher's guides is the same. The guides contain attitudinal and informational objectives, a list of program components, general procedures and recommended time allocation, introductory activities, discussion questions, cultural activities, and concluding activities. Answer keys, copies of all student activity handouts, and a brief bibliography complete the teacher's guides.

The three student texts contain chapters describing the three groups' immigration to Texas and their development through the early 1900s. Final chapters focus on various cultural aspects of the three ethnic groups, such as music, holidays, and religion. The resource guides, for use by teachers, contain detailed histories and background of the Germans, Czechs, and Poles.

The project was able to design test only the unit on Germans in Texas. Since the products have not completed the final stages of development–pilot test, revision, and field test–they are available only in the developmental editions and are not being distributed.

The developers suggest the use of a number of audio/visual products from other sources in conjunction with the materials. The only multimedia product developed by the project was an audiotape of a German story and German language lesson. It was not available for analysis.

Utah

179. UNDERSTANDING NATIVE AMERICANS: THEIR HERITAGE, SKILLS, CONTRIBUTIONS AND FUTURE

University of Utah
School of Social Work
Social Work Building
Salt Lake City, Utah 84112

Project Director: E. Daniel Edwards
Ethnic Group: American Indians
Subject Area: All Areas
Audience/Grade Level: Teacher Education (1-6)
Format: Print
Year Funded: 1975
Amount of Funding: $38,000.00
Materials/Availability:

Final Narrative Report, Ethnic Heritage Program, University of Utah, by Gwen Mojado (1976).
Not available.

This project conducted inservice training workshops to increase elementary educators' awareness of Indian people as a whole and to alert them to the unique needs of American Indian students in the classroom. Participants in the workshops included school administrators, counselors, psychiatrists, teachers, and preservice teachers.

The workshop/course content included a wide variety of topics. Participants learned about the historical background, cultural patterns, contributions, and lifestyles of American Indians. One workshop session was devoted to the topic of Native American identity: self awareness, image, identity, Indian perspectives, and self development in educational settings. Another workshop session revolved around aspects of the community which influence how a child grows. One session emphasized communication and interpersonal relationship skills for teachers in working with Indian people and students. Issues and trends in American Indian education programs were also discussed.

One of the course requirements was that participants develop units of study for use in the classroom. The units developed involve students' constructing paper canoes, singing Indian music, reading and discussing myths, making oral reports, and viewing filmstrips. Samples of the study units developed are provided in the project's final report.

Vermont

180. WELSH REVIVAL PROJECT

Green Mountain College
Poultney, Vermont 05764

Project Director: Margo McKinney
Ethnic Group: Welsh American (Vermont)
Subject Area: Bilingual Education (Welsh), Language Arts, Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (K-12)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $13,000.00
Materials/Availability:

The Welsh Heritage of the Slatebelt: A Workbook for Grade School (1976).
Available from project: paperbound, 12 pp, $2.50.

Suggestions to Teachers Who Use the Welsh Heritage of the Slatebelt, third and fourth grade (1976).
Available from project: mimeographed, 3 pp, free.

The Welsh Heritage of the Slatebelt: A Workbook for Junior High School (1976).
Available from project: paperbound, 10 pp, $2.50.

The Welsh Heritage of the Slatebelt: A Workbook for Junior High, Teacher's Manual (1976).
Available from project: mimeographed, 4 pp, free.

Tell Me (1976). A slide/sound production with 14-pp typescript.

Bethesda (1976). A slide/sound production with 19-pp typescript.

A Taste of Wales (1976). A slide/sound production with 18-pp typescript.

Welsh Language Booklets and Tapes (1976). 24 lessons.

The latter four multimedia products are not available.

The project aims to preserve for the inhabitants of the Castleton, Fairhaven, Granville, Poultney, and Pawlet communities a sense of their origins, heritage, language, and traditions. This has been provided through two small workbooks for grade school and junior high students, each accompanied by a teacher's manual, and three slide/sound programs. The workbooks acquaint students with why slate miners of Wales were attracted to the resources of this particular area in Vermont and present features of Welsh dress, food, holidays, and nomenclature. For adults, general audiences, and the communities of this area, three sound/slide programs were developed. *Tell Me* incorporates the history of Wales, old customs, and immigrations to America. *Bethesda* recounts a modern-day traveler's journey to Poultney's sister city in Wales. *A Taste of Wales* is a travelogue through present-day Wales. A week-long crash-course in the Welsh language was offered with booklets and tapes.

181. AN ETHNIC BOUILLABAISSE

Vermont Department of Education
Division of Federal Programs
120 State Street
Montpelier, Vermont 05602

Project Director: Gerard Asselin
Ethnic Group: Multiethnic (Vermont, Barre)
Subject Area: All Areas, Local History
Audience/Grade Level: Adult/Community Education
Teacher Education (K-12)
Teacher Resources (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $43,900.00
Materials/Availability:

Barre Ethnic Bibliography (1978).
Available from Aldrich Public Library (Barre, Vermont 05641): 80 pp, paperbound: $2.50/hardbound: $7.50.

Barre Ethnic Chronology (1978).
Available from Aldrich Public Library: stapled, 11 pp, available for cost of duplication ($0.05/page).

Granite: Artists and Their Work (1978).
Available from Aldrich Public Library: pamphlet, 16 pp, $2.00.

The purpose of this project was to stimulate appreciation of the greater Barre, Vermont, area's unique multicultural heritage. The project developed a resource collection and three publications relating Barre's ethnic history, conducted a series of teacher

workshops, involved students in a variety of activities, and sponsored a Forum Series and other community events.

Ethnic studies materials dealing with the Barre area were collected and stored in the "Roots Cellar"—the project office in the Aldrich Public Library. The collection includes books on oral history and folklore research, genealogies and immigration history, articles and manuscripts with special reference to one or more of Barre's ethnic groups, ethnic studies curriculum materials, photographs, historical newspapers, prints, and other memorabilia. All resource materials were catalogued.

Three publications were developed by the project. *The Barre Ethnic Bibliography* is an annotated listing of tapes, oral histories, photographs, and print materials dealing with the ethnic history of Barre. A chronology of the ethnic history of Barre is included in the *Barre Ethnic Chronology*. The third publication, *Granite: Artists and Their Work*, was written to bring the artists of the granite industry of central Vermont to the public's attention. The work includes a brief introduction to the history of the granite industry and multicultural heritage of Barre, a discussion of the artists and the people of the granite industry, and examples of their paintings, drawings, prints, and photographs.

Six teacher workshops were conducted. Ethnic awareness activities and suggestions for classroom implementation were shared. The focus of the workshops was local history using primary documents, oral history techniques, development of curriculum units using the ethnic studies resources of the "Root Cellar," family history, folklore topics, and ethnic studies project reports. As a result of the workshop series, teachers involved students in many projects, including visits to the "Root Cellar" collection and research on individual topics.

With the cosponsorship of the Friends of the Aldrich Library and the Barre Historical Society, the project sponsored the Barre Ethnic Heritage Forum Series. This series of monthly forums at the Aldrich Library featured presentations on individual ethnic groups of Barre and special historical topics. Workshop credit was offered to those teachers who attended the programs.

The project also sponsored other activities involving the community. A public open house for the project was held at the "Root Cellar"; copies of the project's descriptive brochure were distributed throughout the community; community persons were involved in specific research projects; and a speakers' bureau of individuals willing to make classroom visits to share their knowledge of Barre's ethnic heritage was established.

Virginia

182. MULTI ETHNIC STAFF TRAINING MODEL PROJECT

Arlington Public Schools
1426 North Quincy Street
Arlington, Virginia 22207

Project Director: Joshua Taylor, Jr.
Ethnic Group: Korean Americans, Spanish Speaking Americans, Vietnamese Americans (non-native speakers of English)
Subject Area: Bilingual Education (Korean, Spanish, and Vietnamese), Social Studies
Audience/Grade Level: Teacher Education (K-12)
Teacher Resources (K-12)
Format: Print
Year Funded: 1975
Amount of Funding: $43,000.00
Materials/Availability:

Orientation Handbook: An Arlington Public Schools Guide for Non-Native Speakers of English (1976-77). Available in English, Korean, Spanish, and Vietnamese.
Available from project: paperbound, 17 pp (English, Korean, and Spanish) and 30 pp (Vietnamese), $4.00.

Know Your Neighbors and Welcome Them!, by Susan Hope Click (undated).
Available from project: notebinder, 50 pp, $4.00.

Interim Report, by Todd Endo (1976).
Not available.

Series of 15 instructional units (1975). Individual titles as follows:

1. *Art Black Free: A Study of Contemporary Afro-American Art*, by Ellen Price. 15 pp.
2. *Alaska and Peru*. 29 pp.
3. *I Don't Like Them, They Took Away My Job*. 40 pp.
4. *Black Dance: Afro-Soul*, by Scott Brooks. 16 pp.
5. *ESOL: In a More Practical Way*. 21 pp.
6. *Exploring Korea*, by Janna Eutsler. 48 pp.
7. *Hey Jose; Te Quiero! A Mini Study of Cultural Shock*, by Susan Hefnemann. 56 pp.
8. *Happy Birthday America—A Unit Dealing with Celebrations of Independence Day in Five South American Countries*, by Adrienne Olivares Devlin. 29 pp.
9. *Immigration Deportation A Dream or a Nightmare?*, by Paula Jones, age 10 pp.
10. *What Can We Learn from a Song? A Unit Study for Teaching Korean Ethnic Studies in the 7th Grade Social Studies Program*, by Bonnie L. Plautz. 31 pp.
11. *Studies of Arlington's Minorities: Koreans A Unit Guide for Teaching Ethnic Studies in the 7th Grade Social Studies Program*, by Bonnie L. Plautz. 31 pp.
12. *Introducing Korea and Koreans for Intermediate Classes*, by L. Price. 45 pp.
13. *I'm Me! A Unit of Attitudinal Development for Intermediate Classes*, by H. Fontelh. 30 pp.
14. *Teacher's Manual: What It Was Like to Be a Slave in the United States*, by Richard Calperin. 35 pp.
15. *Living with Differences*, by Neal R. Rogers. 25 pp.

Available from project: various bindings, $25.00 duplicating costs.

The Arlington Public Schools conducted a five-week summer staff development workshop and organized three teams (Korean, Black, and Spanish-Speaking) of 5-8 participants. Each participant was required to develop a curriculum unit.

The curriculum units, which are well-described by their titles, include goals and objectives, pre/posttests, and classroom activities. A bibliography of print and nonprint materials accompanies most of the units. Valuing and attitudinal experiences are offered in many of the units. The interim report indicates that the units were field tested to varying extents.

The *Orientation Handbook* was compiled to describe the programs and resources of the Arlington Public Schools for non-native-English-speaking students and their families. It identifies the special services available for these students, as well as school policies and practices.

183. TEACHING FOR CROSS CULTURAL UNDERSTANDING

Arlington Public Schools
1426 North Quincy Street
Arlington, Virginia 22207

Project Director: Todd Endo
Ethnic Group: Multiethnic; Black Americans, Korean Americans, Mexican Americans, Vietnamese Americans
Subject Area: Social Studies
Audience/Grade Level: Teacher Education (K-12)
Teacher Resources (K-12)
Format: Print
Year Funded: 1977
Amount of Funding: $38,097.00
Materials/Availability:

Teaching for Cross Cultural Understanding (June 1978).
Available from (1) project: paperbound, 275 pp, limited number available free.
(2) ERIC: SO 012 327.

Ethnic Heritage Calendar 1978-1979 School Year of Jefferson Intermediate School (1977).
Not available.

The project's goals were to search out ways to foster better relations and understanding among and within ethnic groups in the Arlington Schools and to identify ways for teachers to bring multicultural concepts into their already multicultural classes.

Inservice teachers were involved in the project by taking a

course at the University of Virginia, attending workshops, participating in a task force, assessing school needs, and making specific recommendations for the annual school plans. In addition, these teachers assisted in compilation and printing of the handbook *Teaching for Cross Cultural Understanding.*

This handbook is divided into six major sections, which are colorcoded for easy reference. Section I, "Concept Materials for Teaching Cross-Cultural Understanding," presents key concepts, emerging axioms, and suggestions for activities. Section II summarizes participants' activities and workshop presentations. The third section, entitled "Insights and Information for Group Understanding," includes facts, insights, and hints for teaching to and about Black, Mexican, Korean, and Vietnamese Americans. A bibliography of Afro-American literature is included for junior and senior high students. Section IV presents strategies for teaching cross-cultural understanding through family history, mass media, and consultants and for counseling and easing the transition of foreign-born students. A guide for evaluating books for racism and sexism is provided. Section V suggests ways to use exhibits, drama, sports, music, graphics, myths, legends, ballads, oral traditions, and television for teaching cross-cultural understanding. The final section is entitled "Abstracts and Annotations."

The Ethnic Heritage Calendar 1978-1979 was developed with students to highlight various ethnic holidays, celebrations, and figures. It includes a page calendar with dates of celebrations annotated on the opposing page.

184. NATIONAL ETHNIC STATISTICAL DATA CURRICULUM MATERIALS GUIDANCE SERVICE

Data Use and Access Laboratories, Inc.
1601 North Kent Street, Suite 900
Arlington, Virginia 22209

Project Director:	John C. Beresford
Ethnic Group:	Multiethnic
Subject Area:	Social Studies/Social Sciences, Statistics
Audience/Grade Level:	Adult/Community Education Student Materials (10-16)
Format:	Print
Year Funded:	1977
Amount of Funding:	$48,056.00

Materials/Availability:

Ethnic Statistics: A Compendium of Reference Sources (1978).
Available from National Technical Information Service (U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22161): paperbound, 148 pp, order no. PB-283 378, $7.25 (15 percent discount on orders of 20 or more).

Ethnic Statistics: Using National Data Resources for Ethnic Studies (1978).
Available from National Technical Information Service: paperbound, 73 pp, order no. PB-283 379, $5.25 (15 percent discount on orders of 20 or more).

The primary objectives of this project were (1) to create an awareness on the part of college instructors, students, curriculum planners, and others of the usefulness of ethnic statistical data resources produced by the Federal government and (2) to facilitate access to these resources. Two guides were designed for use in ethnic studies courses: *Ethnic Statistics: A Compendium of Reference Sources* and *Ethnic Statistics: Using National Data Resources for Ethnic Studies.* The project also provided a reference and guidance service staffed with information specialists ready to process requests for ethnic statistical information.

Ethnic Statistics: A Compendium of Reference Sources describes sources of ethnic statistics published by 11 United States departments and agencies, including U.S. Departments of Agriculture; Commerce; Interior; Health, Education, and Welfare; Housing and Urban Development; Justice; Labor; Transportation; and the U.S. Civil Service Commission; U.S. Equal Employment Opportunity Commission; and the National Endowment for the Arts. Organized by sponsoring agency, each entry contains a concise description of the data source, a summary of the ethnic data coverage (often tables are listed), and acquisition information, including cost. Three indexes will assist the user: racial/ethnic index, subject index, and title/survey index.

The publication *Ethnic Statistics: Using National Data Resources for Ethnic Studies* was designed as an introductory-level classroom guide to teach senior high school and college students how to use ethnic statistical data. The guide is written in an easy-to-read and informal style and is intended for individuals who have little or no background in statistics or data analysis. In the first section of the guide, the authors explain how to formulate research questions, how to read and interpret data tables, how to use graphics (pie charts, bar charts, graphs), the advantages and disadvantages of printed data versus computerized data, and how to retrieve computerized ethnic data. In a step-by-step presentation, section 2 of the guide shows students how ethnic statistics can be used to answer specific research questions.

An ongoing service of the project is the Ethnic Data Reference Service. An information specialist processes each request as it is received, conducting a search of available references and identifying appropriate statistical resources. Clients receive a report describing the resource and its contents.

185. ETHNIC HERITAGE STUDIES PROGRAM FOR FIVE SCHOOL DIVISIONS IN APPALACHIA

Clinchowisco Educational Cooperative
Wise County School Board
Media Services
1032 Virginia Avenue
Norton, Virginia 24273

Project Director:	Linda Johnson
Ethnic Group:	Appalachian Americans
Subject Area:	Language Arts, Music, Social Studies
Audience/Grade Level:	Teacher Education Teacher Resources (7-9)
Format:	Print
Year Funded:	1974
Amount of Funding:	$50,000.00

Materials/Availability:

Series of six curriculum units (undated). Individual titles as follows:

1. *Appalachian Music.* Stapled, 8 pp.
2. *Curriculum Unit for Folklore.* Stapled, 4 pp.
3. *Curriculum Guide for Southwest Virginia History.* Stapled, 6 pp.
4. *An Introduction to Appalachian Sociology.* Stapled, 5 pp.
5. *Natural History of Southwest Virginia.*
6. *Use of Herbs.*

Available from project: Units 1-4 are available for the cost of duplication and postage; Units 5 and 6 are not available.

This project undertook a number of activities "to make students and teachers more aware of the central Appalachian region as a distinct cultural identity." Six curriculum units were developed and field tested for use in grades 7-9: *Appalachian Music* (grade 7); *Curriculum Guide for Southwest Virginia History* (grade 7); *Use of Herbs* (grade 8); *Curriculum Unit for Folklore* (grade 8); *An Introduction to Appalachian Sociology* (grade 9); and *Natural History of Southwest Virginia* (grade 9). The units are concise and suggest classroom activities and print and nonprint resources which teachers can use with students. Students take field trips, listen to music, view films, read and discuss books, listen to speakers, and interview friends and families.

Another project activity was a summer institute in Appalachian studies in which 73 persons participated. Five courses were offered: Natural History of the Appalachians; Appalachian Literature; Sociology of Appalachia; History of Appalachian Virginia; and Special Problems in Education. Special workshops in crafts, music, and videotape and oral history techniques were also conducted.

The project also began a heritage library of Appalachian American books, magazine articles, posters, private manuscripts, photographs, oral history tapes, music tapes, and records. This library collection is available to public school teachers in the area.

186. THE FOLKLORE OF BLACK AMERICA: A TELEVISION-BASED CURRICULUM FOR ETHNIC HERITAGE STUDIES

Greater Washington ETA Association, Inc.
3620 27th Street, South
Arlington, Virginia 22206

Project Director:	Samuel Johnson
Ethnic Group:	Black Americans
Subject Area:	Folklore, Social Studies
Audience/Grade Level:	Student Materials (3-8)
Format:	Print and Nonprint
Year Funded:	1976
Amount of Funding:	$38,500.00

Materials/Availability:

Juba (1977).
Available from Children's TV International (1 Skyline Place, Suite 1207, 5205 Leesburg Pike, Arlington, Virginia 22041): 60-minute cc/or videotape, available in varying sizes, for broadcast: $200.00 per transmitter for rights, plus $550.00 for tapetape only: $550.00.

Juba, Classroom Teacher's Guide, by Kathryn Elmes Parker and Bettye W. Topps (1977).
Available from (1) Children's TV International: paperbound, 47 pp, 1-1000 copies: $1.50 each/1000 + copies: $1.35 each.
(2) ERIC: UD 020 467.

Four 15-minute television programs and an accompanying teacher's guide constitute the products produced by this project. The four programs are: "Juba and How Stories Came to Be"; "The Fat Baby Story and Brer Rabbit's Prank"; "The 'Why' Stories: Why the Turtle's Shell Is Cracked and Why the Snake Has Rattles"; "The Legend of Harriet Tubman." All of these programs are based on the folklore of Black America and are designed to link Afro-American children directly with their cultural heritage. It is believed that, by developing an understanding of their heritage, children will be prepared to become "active cultural transmitters," thus strengthening the ties between today's heritage and yesterday's customs.

The four programs center on a Black, 11-year-old boy, John, who finds out from members of his family about different elements of Black folklore. The four segments feature his father teaching him the "Juba" chant and telling him how folk stories started; his grandmother telling him the African and Afro-American versions of two "Brer Rabbit" stories; his aunt, recently returned from Africa, telling him "why" stories; and a dramatic presentation by his aunt of the exploits of Harriet Tubman and the Underground Railroad. Students learn the contributions of humour, magic, fantasy, and habits of everyday life to folklore.

For each unit, the *Classroom Teacher's Guide* contains behavioral objectives, concepts, vocabulary, preparatory activities, suggestions for viewing the films, and related learning activities. A bibliography is given for Units 2, 3, and 4. The guide concludes with four general test items. If all of the related learning activities are used, students would develop individual skills such as reading, writing, and dramatization and become much more aware of the contributions of folklore to Afro-American life.

187. THE METROPOLITAN RICHMOND MULTI-ETHNIC HERITAGE STUDIES

Virginia Union University
1500 North Lombardy Street
Richmond, Virginia 23220

Project Director:	Dorothy N. Cowling
Ethnic Group:	Multiethnic
Subject Area:	Social Studies
Audience/Grade Level:	Teacher Education (1-6) Teacher Resources (1-6)
Format:	Print
Year Funded:	1977
Amount of Funding:	$38,367.00

Materials/Availability:

The Metropolitan Multi-Ethnic Heritage Studies Program 1977-1978, Final Program Report (1978).
Not available.

This project provided inservice teacher education for 42 elementary school teachers in the metropolitan Richmond area. Teachers attended 15 class sessions, a major activity of which was a lecture series. Each week a lecturer from the ethnic group under discussion was the resource person. Discussion, follow-up activities, and lesson plans were a vital part of each session; classroom application of concepts covered in the program were emphasized. Seminar topics included: Myths and Stereotypes vs. Fact and Reality; Historical Social Mobility of Ethnic Groups; Urbanization of Ethnic Groups; Developing Communicative Competence: Interaction in English as a Second Language; and Public Perception of Ethnic Leadership. Panel discussions in which the teachers participated dealt with family histories; the role of ethnic studies in the K-6 curriculum, the school, and the community; and basic skills in the teaching of ethnic studies.

The project's final report contains a number of items which may be of interest or use to others. The "Afro-American Knowledge Inventory" contains 100 multiple-choice questions designed to sample one's familiarity with Afro-Americans and their contributions to American history and culture. "Some Do's and Don'ts for Teachers in Multicultural Settings" and selected bibliographies are also included.

Virgin Islands

188. PROJECT CATALYST: AN INSULAR RESPONSE TO ETHNIC DIVERSITY

Island Resources Foundation
P.O. Box 4187
St. Thomas, Virgin Islands 00801

Project Director:	James Olsen
Ethnic Group:	Caribbean Americans (Virgin Islands)
Subject Area:	Language Arts, Social Studies
Audience/Grade Level:	Teacher Resources (K-6)
Format:	Print
Year Funded:	1977
Amount of Funding:	$44,756.00

Materials/Availability:

Caribbean Roots: A Learning Experience for Students in the Virgin Islands, by Mary Anne and James T. Olsen (1978).
Available from (1) project: spiralbound, 50 pp, with 36 spirit duplicating masters, free.
(2) ERIC: ED 174 532, 109 pp, microfiche: $0.83/paper copy: $7.82, plus postage.

The basic purpose of *Caribbean Roots* is to provide classroom activities, lessons, and appropriate student materials that teachers in the Virgin Islands can use in elementary classrooms to increase student awareness and understanding of their own ethnic heritage and that of others who live within this diverse community. To develop the concept of multiethnicity, 36 ready-to-use and reusable spirit masters provide fill-in activities, many maps, time lines, sketches of island landmarks, flags which have flown over the islands (there have been seven), vocabulary lists, short stories, recipes and food descriptions, and cutouts of clothing, transportation, and houses.

For each activity sheet, the teacher's guide details the purpose of the lesson, the behavioral objectives sought, and suggestions for implementing the activity. Additional background information is included for the teacher in the guide, as are a selective, annotated bibliography related to each lesson, a listing of further readings, statistics on the Virgin Islands (1960-76), and an answer key.

Evaluative data by the project directors indicate that student reaction to the materials developed was favorable and that teachers found both the materials and guide very useful. Although the lessons were intended to be completed within one class period, teachers reported that that amount of time was often insufficient in schools with a departmentalized structure.

Washington

189. ADVOCATES CHILDREN'S THEATER

Affiliated Tribes of Northwest Indians
Advocates for Indian Education

East 905 Third Avenue
Virginia City Office Building
Spokane, Washington 99202

Project Director: Lorraine F. Misiaszek
Ethnic Group: American Indians
Subject Area: Social Studies
Audience/Grade Level: Student Materials (1-6)
Format: Nonprint
Year Funded: 1977
Amount of Funding: $42,554.00
Materials/Availability:

Series of videotapes. Individual titles as follows:

1. *Close to the Earth: A Week with an Indian Family*, Parts 1 and 2.
2. *A Tribal Festival*, Parts 1 and 2.

Accompanied by *Teaching Guide for the Children's Theatre*, by David Browneagle et al. (1979). Paperbound, 5 pp.

Available from Spokane Community Video (West 1919 Second, Spokane, Washington 99204): ½" open reel AV format or ¾" video cassette, $50 for each videotape.

This project developed two color videotapes on contemporary American Indian culture for elementary grades. The purpose of the videos is to show "that family and community life are continuous; that this continuous cycle, family-community-family, repeats the harmony of man and his environment and the closeness of the individual and the tribe to the earth."

The videotape *Close to the Earth* looks at the daily activities of a contemporary American Indian family. The film depicts a real-life situation in which Eric, a young city boy, spends one week with an Indian family on their ranch. Eric rides horseback, brands horses, and learns about the Indians' spiritual life and how Indians treat the land.

The videotape *A Tribal Festival* shows American Indians preparing for a celebration. They prepare their art displays and foods and practice their dances.

The videotapes are accompanied by a teaching guide. Major concepts, discussion questions, and classroom activities are provided for each video.

190. ETHNIC HERITAGE STUDIES PROGRAM

Fort Wright College
Center for Teacher Education
West 4000 Randolph Road
Spokane, Washington 99204

Project Director: Anis A. Quidwai
Ethnic Group: American Indian (Yakima)
Subject Area: All Areas
Audience/Grade Level: Teacher Education (Preschool)
Teacher Resources (Preschool)
Format: Print
Year Funded: 1977
Amount of Funding: $14,515.00
Materials/Availability:

Multicultural Early Childhood Curriculum for the Yakima Indian Nation (1978).

Available from (1) Kamiakin Research Institute (Box 509, Toppenish, Washington 98984): spiral-bound, 78 pp, $4.00.
(2) ERIC: ED 176 930, 128 pp, microfiche: $0.83 plus postage; paper copy not available from EDRS.

The project focuses on the construction and dissemination of a model multiethnic/multicultural curriculum for the Yakima Nation Early Childhood Education Program. Preparation of the curriculum book involved 20 teachers, themselves of diverse ethnic backgrounds, and furnished an enlightening experience for all concerned. Evaluative data appended to the project's final report indicate that the participants saw their efforts as educational and productive.

The curriculum book is designed to be used by teachers working with 3- to 5-year-old Yakima children who attend the early childhood programs and who will subsequently enter a public school system where most of their teachers, administrators, and classmates will be non-Indian. To lessen the negative effects of possible culture conflict, to help the children acquire the skills needed to participate in the dominant culture, and to promote retention of the value system of the Indian culture are the goals to which the curriculum design is addressed. Put another way, the program was created to strengthen the children's self-image by giving them competence in using dominant-culture classroom skills while simultaneously obtaining a broader appreciation of their identity as Yakima Indians.

The curriculum book provides a philosophy of cultural/ethnic pluralism and essentials of multiethnic/multicultural education, among which are (1) incorporating each child's cultural background in an educational program which increases the chance of developing the maximum potential of all the children, (2) helping children to understand various cultures in their community without implying that any one culture is a model for others, and (3) assisting the child in building inner personal strength through recognition of his/her cultural uniqueness and richness. The project analyzed the social, physical, emotional, intellectual, and cultural needs of Yakima preschoolers and noted the importance of individual interests, learning characteristics, and the background which the children's homes provided. The curriculum was produced by projecting estimates about the world the children will enter, defining the components of the learning process, and determining the criteria for evaluating a successful multiethnic/multicultural program.

Four competency areas were identified as relevant to teachers and students: (1) establishing and maintaining a safe and healthy learning environment, (2) developing physical and intellectual competence, (3) building a positive self-concept and individual strength, and (4) fostering positive functioning of children and adults in a group. Additionally, teachers were given directives for bringing about optimal coordination of home and center child-rearing practices and expectations and ways to carry out supplementary responsibilities related to children's programs.

Curriculum print resources have been listed for teacher reference. Many are professional reading, some are stories and books to be read aloud to children. Not all are related exclusively to Indians, for there are many sources dealing with ethnicity and cultural diversity. Other print resources are listed by headings such as "Safe Healthy Environment," "Language," "Perceptual Development," or "Multicultural/Multiethnic Education."

Three curriculum modules are provided; these concern rocks, children's fears, and a healthy concept of death.

191. RAINBOW APPROACH TO CLASSROOM EDUCATION

Seattle School District No. 1
Curriculum and Special Services
3928 South Graham Street
Seattle, Washington 98118

Project Director: Masako (Mako) Makagawa
Ethnic Group: Multiethnic; American Indians, Asian Americans, Black Americans, Mexican Americans, White Americans
Subject Area: Art, Home Economics, Language Arts, Mathematics, Music, Social Studies
Audience/Grade Level: Teacher Resources (K-3)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $40,000.00
Materials/Availability:

Rainbow Kit (1977). Kit contains more than 50 items, including 50 multicultural/human relations activities, bibliographies, artifacts, posters, cassettes, worksheets, maps, charts, and games.
Not available.

Rainbow Activities: 50 Multicultural/Human Relations Experiences (1977).

Available from (1) Creative Teaching Press, Inc. (South El Monte, California 91733): paperbound, 100 pages, $4.95.
(2) ERIC: FL 009 147.

ABC Curriculum Supplement (1978).

Available from: Creative Teaching Press, Inc.: 26 paperbound booklets and cards, $9.95.

This project has developed a *Rainbow Kit* consisting of a variety of materials for use in elementary classrooms. The activities in the kit have been developed to encourage children to appreciate their cultural heritage and the heritage of others. The activities emphasize human relations skill-building activities and are divided into four categories: cultural pluralism, self-image, feelings, and values. The Rainbow consists of the colors of humankind: Black, Red, Yellow, White, and Brown. This theme is carried out throughout all the activities.

Rainbow Activities: Fifty Multicultural/Human Relations Experiences contains 50 activities to be used throughout the K-8 curricula. Most of these activities have students actively participate in developing an appreciation of cultural pluralism. For example, one activity allows students to design finger puppets; each puppet is a different color of the "rainbow." When all the puppets are on the hand, the students identify how each "finger" contributes to the totality of the hand-thus encouraging a respect for diversity.

Artifacts from different cultures-totem poles, abacus, and maraca-are also used so that students develop an appreciation of various cultures. Posters of the United States using the "rainbow colors" show students how each color contributes to the United States. Each activity contains specific objectives, a list of materials needed from the kit, step-by-step procedures, anticipated outcomes, variations, and follow-up activities. The book is separated into the four themes of the project.

The *Rainbow Kit Manual* describes each of the materials in the kit and suggests how the teacher should use the various materials. It is directly related to the activities book.

"ABC Cards" consist of 26 alphabetical cards relating the letters of the alphabet to an aspect of cultural pluralism.

The kit also includes bibliographies on Black Americans, Mexican Americans, Native Americans, and Asian Americans. The bibliographies contain a variety of materials and people; each bibliography contains children's books and audiovisual materials. Each entry is annotated and evaluated from 1-10 (1 indicates a lack of sensitivity and 10 indicates a high degree of sensitivity to an ethnic group). Each book is also analyzed for reading level and related to a major theme of the project.

192. PACIFIC NORTHWEST BLACK STUDIES SUMMER WORKSHOP

Washington State University
Black Studies Program
Pullman, Washington 99163

Project Director:	Talmadge Anderson
Ethnic Group:	Black Americans
Subject Area:	Art, History, Language Arts, Music, Social Sciences, Sociology
Audience/Grade Level:	Teacher Education (K-12) Teacher Resource (13-16)
Format:	Print
Year Funded:	1975
Amount of Funding:	$30,000.00

Materials/Availability:

Curriculum Designs and Methods in Black Studies (1976). Note: This is also the project's final report.

Available from (1) project: paperbound, 182 pp, $3.00.
(2) ERIC: ED 125 509, 200 pp microfiche: $0.83/paper copy: $12.32, plus postage.

Curriculum Designs and Methods in Black Studies contains all of the products which were developed as a result of this teacher training project. Agenda, major addresses, assignments, and evaluation tools which were used in a three-week teacher training workshop for college-level professors are included in the report. In addition, course outlines and bibliographies are included, as are write-ups of student projects. Among the course outlines which are suitable for college courses are: American History and Culture (1815 to Independence), Black History Before the Civil War, Black History After the Civil War, The Politics of Black America, The Economics of Black America, The Sociology of Black America, Introduction to African Literature, Introduction to Afro-American Literature (1760-1865), the Music of Black America (1619-Present), Introduction to Black Drama, Black Visual Arts, and Afro-Americans and the Mass Media.

Class syllabi and bibliographies are incorporated into the final report. These could be helpful to both high school and college professors if they have a commitment to Black studies.

West Virginia

193. MULTI-ETHNIC HERITAGE: WEST VIRGINIA

West Virginia State College
Department of Teacher Education
Institute, West Virginia 25112

Project Director:	Martin Crowe
Ethnic Group:	Appalachian Americans (West Virginia)
Subject Area:	Social Studies/Social Sciences
Audience/Grade Level:	Student Materials (7-16) Adult/Community Education
Format:	Nonprint
Year Funded:	1975
Amount of Funding:	$45,000.00

Materials/Availability:

Man and the Appalachian Wilderness, Parts I and II, by N. Bayard Green.

Available from West Virginia State College (Attn: Paul Payne, Director CCTU, P.O. Box 7, Institute, West Virginia 25112): ½" color video cassette, accompanied by study guide, can be duplicated for a cost of $50.00.

The primary goal of this project was to help West Virginians become more knowledgeable about and appreciative of their multiethnic heritage. Participants in the project included elementary and secondary school students and teachers, college teachers and professors, parents, and community members.

The project began with a two-day orientation workshop. A special event was planned for this two-day workshop--An Ethnic Barn Raising. In addition to project participants, invitations were extended to community, business and industry, educational, and government leaders throughout the state. A variety of contributions by all ethnic groups were presented. Live entertainment was presented in the late evening; the entertainment included Appalachian, Black, and coal mining songs; Greek song and dance; folk music and dance; and square dancing.

Another project activity involved the establishment of eight regional councils for the social studies. The councils are located in the Regional Educational Service Areas of West Virginia and are capable of linking together those counties which are otherwise isolated. The councils were set up to serve as agents for dissemination of the project materials and for the continuation of ethnic awareness throughout the state. Regional meetings were held throughout the project year.

The project sponsored inservice workshops in which teachers were introduced to ethnic studies ideas, materials, and activities. Elementary and secondary teachers then implemented many of these ideas and materials in their classrooms. One class collected Appalachian music, folklore, recipes, and children's games, sharing them on a regular basis. Pen-pal correspondence was initiated between one class and children in Navajo Indian schools in Arizona. One group of high school students planned and sponsored a Bicentennial Carnival. Another high school class participated in a six-week world cultures class program which involved them in in-depth research and panel discussions about specific ethnic groups. Other activities implemented included cultural heritage fairs, plays, international days, and interviewing local persons. Some college students were involved in writing lesson plans specifically for children whose families live near the coal mining industry. For example, to teach the significance of a two-digit numeral and the basic steps of solving addition problems, one student wrote story problems about coal miners.

The project also developed a two-part color video cassette program entitled *Man and the Appalachian Wilderness*. The videos

contain a lecture by a professor on the plant and animal life of the Appalachian Mountains and on the habits and customs of the early settlers. A study guide which accompanies the videos contains some ideas for classroom activities.

Wisconsin

194. A MULTI-ETHNIC CURRICULUM PLANNING AND DESIGN MODEL FOR MILWAUKEE, WISCONSIN

Greater Milwaukee Conference on Religion and Urban Affairs
1442 North Farwell Avenue, Suite 303
Milwaukee, Wisconsin 53202

Project Director: Sara Spellman
Ethnic Group: Multiethnic (Wisconsin, Milwaukee)
Subject Area: Social Studies
Audience/Grade Level: Adult/Community Education
Student Materials (1-12)
Teacher Resources (K-16)
Format: Print and Nonprint
Year Funded: 1976
Amount of Funding: $38,000.00
Materials/Availability:

The Directory of Ethnic Resources in the Milwaukee Area (1977).
Available from project: paperbound, 82 pp, $2.00.

Ethnic Milwaukee From Potawatomies to Poles. Slide/cassette program.

A Gift of Heritage: Four Ethnic Celebrations. Slide/cassette program.

The slide/cassette programs are not available.

This project undertook a number of activities. Staff sponsored discussion groups of 30 people representing a cross section of ethnic groups living in the Milwaukee area. A *Directory of Ethnic Resources in the Milwaukee Area* was compiled. The project also developed two slide shows: *Ethnic Milwaukee From Potawatomies to Poles* (for high school and adult audiences) and *A Gift of Heritage: Four Ethnic Celebrations* (for elementary and junior high students).

The discussion group was composed of parents, teachers, and leaders from various ethnic groups. The group, which met several times a month for eight months, discussed the meaning of ethnicity in America, the customs of their groups, and how the public schools could better teach children to both feel pride in their own backgrounds and respect for the customs and backgrounds of others. The group met with school officials and communicated ideas to PTAs and their own ethnic organizations.

The *Directory of Ethnic Resources in the Milwaukee Area* contains background information on ethnic groups in Milwaukee, lists resource persons and places to visit, and cites print and nonprint materials which teachers can use in the classroom. Copies of the directory were distributed to public and private school teachers, libraries, and university classes.

The color slide/cassette program entitled *A Gift of Heritage* depicts the celebrations of four ethnic groups–Latvian Americans, Black Americans, Serbian Americans, and Puerto Rican Americans–from the viewpoint of a young person in each group. The program is designed for use by elementary and junior high school students, but may be used by older groups as well. The project also developed a color slide/cassette program for use by junior and senior high school students. *Ethnic Milwaukee* describes the role of ethnicity in Milwaukee's past and present. Each of the slide programs is accompanied by a written script. The slides and cassettes are not synchronized.

195. ORAL AND ARCHITECTURAL ETHNIC HERITAGE PRESERVATION IN WESTERN LAKE SUPERIOR REGION

National Institute of Ethnic Folk Arts
University of Wisconsin-Superior
Grand Avenue
Superior, Wisconsin 54880

Project Director: Arthur Kruk
Ethnic Group: Multiethnic; American Indians, Arab Americans, Black Americans, Finnish Americans, Greek Americans, Irish Americans, Latin Americans, Russian Americans, Swedish Americans (Western Lake Superior Region)
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Student Materials (5-8)
Format: Print and Nonprint
Year Funded: 1977
Amount of Funding: $37,107.00
Materials/Availability:

Beginning Again: Immigrant Architectural Heritage in the Western Lake Superior Region, by Mel Olsen (1978).
Available from University of Wisconsin-Superior (Attn: Art Department, Superior, Wisconsin 54880): paperbound, 54 pp, free.

Series of five video cassettes. Individual titles as follows:
1. *Anne-Charlotte Harvey in Concert: Scandinavian Folk Music.* 58 minutes, color.
2. *Children and Their Heritage,* 40 minutes, color.
3. *Rosengang.* 19 minutes, color.
4. *Spinning.* 50 minutes, color.
5. *Spinning Wheel Construction,* 18 minutes, color.

Available from University of Wisconsin-Superior (Attn: Dr. John Cummings, Director of Audio Visual, McKaskill Building, Superior, Wisconsin 54880): purchase: 1-30 minutes, $45.00; 31-60 minutes, $55.00/rental: 1-30 minutes, $10.00, 31-60 minutes, $15.00.

The National Institute of Ethnic Folk Arts had three major program activities: (1) collecting authentic ethnic folk tales and working with upper elementary children to recreate the tales, (2) developing a photographic manual of immigrant homesteads in the Western Lake Superior Region, and (3) archiving the activities of the Institute on audiotape and videotape.

Thirty-one tales, representing ten different heritages, were collected and converted into scenarios. A series of workshops involving a total of 131 children were held for the different ethnic groups. The videotape *Children and Their Heritage,* records segments of the workshop done with Serbian American children.

Beginning Again contains pictures and illustrations of immigrant homesteads, brief narrative backgrounds on the architecture and building materials, and some information on the lifestyle of immigrants in the Western Lake Superior Region.

The project videotaped a number of activities, including a husband and wife team describing the spinning process from shearing sheep to the final product; a concert of folk music from the Scandinavian countries; a man conducting a class on how to build a spinning wheel; and a description of Swedish decorative carving. These videotapes became part of the archives of the National Institute of Ethnic Folk Arts.

196. ETHNIC HERITAGE STUDIES: OLD WORLD WISCONSIN AND ETHNIC AMERICA

State Historical Society of Wisconsin
816 State Street
Madison, Wisconsin 53706

Project Director: Richard Zeitlin
Ethnic Group: Finnish Americans, German Americans (Wisconsin)
Subject Area: Language Arts, Social Studies
Audience/Grade Level: Student Materials (4, 7, 12)
Format: Print and Nonprint
Year Funded: 1974
Amount of Funding: $45,000.00
Materials/Availability:

Germans in Wisconsin, by Richard H. Zeitlin (1977).
Available from project: paperbound, 30 pp, $1.25

Finns in Wisconsin, by Mark Knipping (1977).
Available from project: paperbound, 39 pp, $1.25.

Finns in Wisconsin. A curriculum unit containing maps, games, activities, and 100 slides of history of Finns in Wisconsin. Not available.

German Immigration to Wisconsin. 30-minute slide/tape unit. Not available.

This project developed two booklets which can be used by secondary students and a curriculum unit for use in grade 4. The two booklets–*Finns in Wisconsin* and *Germans in Wisconsin*–contain narrative accounts of the lives of Finnish Americans and German Americans in Wisconsin. The curriculum unit for use in grade 4 consists of the *Finns in Wisconsin* and *German Immigration to Wisconsin.** *Finns in Wisconsin* contains maps, games, activities, and approximately 100 slides of the history of Finns in Wisconsin. *German Immigration to Wisconsin* is a 30-minute slide/tape unit including photography, paintings, and drawings.

197. INSTITUTE FOR MINORITY STUDIES TRAINING PROJECT IV ETHNIC AND RACIAL MINORITY STUDIES

University of Wisconsin
1725 State Street
La Crosse, Wisconsin 54601

Project Director: George E. Carter
Ethnic Group: Black Americans
Subject Area: Social Studies/Social Sciences
Audience/Grade Level: Teacher Education (K-16)
Format: Not Applicable
Year Funded: 1975
Amount of Funding: $35,000.00
Materials/Availability:
Because this was a training project, no materials were developed.

Activities of this training project included an exchange of student teachers between North Carolina Central University and University of Wisconsin at LaCrosse; two-day inservice workshops for University of Wisconsin faculty, public school teachers, and support services staff; and a four-week training institute. Topics which were covered in the two-day sessions were ethnicity, multiracial society, ethnic versus racial experience, interracial-ethnic relations, and new pluralism. The themes of the institute related to the needs of faculty in human relations courses; models and strategies for providing field service; the multiracial/multiethnic background of the American experience; and problems in administering and coordinating human relations courses.

Wyoming

198. WYOMING'S EUROPEAN HERITAGE

University of Wyoming
Department of History
Box 3334, University Station
Laramie, Wyoming 82071

Project Director: Robert W. Righter
Ethnic Group: Multiethnic; Basque Americans, British Americans, Eastern European Americans, German-Speaking Americans, Greek Americans, Italian Americans (Wyoming)
Subject Area: Dance, Drama, Home Economics, Language Arts, Social Studies
Audience/Grade Level: Student Materials (9-12)
Teacher Resources (K-12)
Format: Print
Year Funded: 1975
Amount of Funding: $38,000.00
Materials/Availability:
Peopling the High Plains: Wyoming's European Heritage, edited by Gordon O. Hendrickson (1977).
Available from Historical Research and Publications Division (State Archives and Historical Department, Barrett Building, Cheyenne, Wyoming 82002): hardbound, 190 pp, $7.95.
Peopling the High Plains: Curriculum Ideas and Guides for Teachers, edited by Arnold L. Willems (1977).
Available from (1) Center for Research, Service, and Publications (College of Education, Room 304, Graduate Hall, University of Wyoming, Laramie, Wyoming 82071): paperbound, 50 pp, $3.00.
(2) ERIC: ED 171 653, 50 pp, microfiche: $0.83/paper copy: $4.82, plus postage.

The project examined the heritage of six European immigrant groups in Wyoming in depth and briefly surveyed general immigration patterns and the process of assimilation in Wyoming of these six groups and others. From this study emerged a text and a teacher's guide, both entitled *Peopling the High Plains.*

Peopling the High Plains contains a collection of six essays on British, Basque, Eastern European, German-speaking, Greek, and Italian immigrants in Wyoming, chronicling the activities of each group from arrival in Wyoming to the present. Material for each essay was obtained by historians utilizing tape-recorded interviews and archival research. Each essay is fully documented and accompanied by photographs. The last and seventh essay, "Immigration and Assimilation in Wyoming," presents a general picture of all ethnic groups which have populated Wyoming–their exploits, occupational patterns, demography, and community development. An index to the contents is appended.

The teacher's guide contains 25 lessons written by Wyoming teachers, useful for classrooms from kindergarten through secondary. Arranged in the same sequence, the activities are accompanied by lists of objectives, materials needed, and background information.

Some of these activities are cutouts, costume design, ethnic food preparation, map-making, ethnic dances, personal genealogy, filmstrip production, and research activities in relevant topics. Throughout, the multiethnic heritage of Wyoming's settlers is stressed.

*These materials were not available for analysis. All descriptive information in the analysis were provided by the project.

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PROJECT DESCRIPTIONS BY STATE AND TERRITORY

Alabama

1. PROJECT ETCH: ETHNIC TRAINING IN OUR CULTURAL HERITAGE

Pike County Board of Education
Church Street
Troy, Alabama 36081

Project Director:	Sara S. Kelley
Ethnic Group:	Multiethnic
Audience/Grade Level:	Adult/Community Education Teacher Education (K-12)
Amount of Funding:	$43,944.00

In this training project, 50 educators (social studies, history, humanities), administrators, and community representatives will compile units of study in ethnic heritage, produce a teacher's manual on ethnic studies and a bibliography of ethnic materials available locally, and hold a one-week summer workshop. In addition, a mobile training laboratory will operate on a rotating monthly schedule among each of seven schools in Pike County.

Alaska

2. SOUTHEAST ALASKA NATIVE MATERIALS DEVELOPMENT PROJECT

Ketchikan Indian Corporation
P.O. Box 6855
Ketchikan, Alaska 99901

Project Director:	Edward Thomas
Ethnic Group:	American Indians (Haida, Tlingit, Tsimshian - Alaska)
Audience/Grade Level:	Student Materials (4-6)
Amount of Funding:	$44,000.00

Six cultural study booklets and a teacher's manual for use in grades 4-6 will be written. These materials will contain information on history, lifestyles, food gathering, art, myths, and legends of Indians of Southeast Alaska. Three language reading books—one each in Tlingit, Haida, and Tsimshian—will also be produced. In addition, ten video cassettes with translations of English/Tlingit sound tracks into the Haida and Tsmishian languages will be provided.

American Samoa

3. SAMOAN CROSS CULTURAL ORIENTATION

American Samoa Community College
Board of Higher Education
Mapusaga Campus
P.O. Box 2609
Pago Pago, American Samoa 96799

Project Director:	Saeu Scanlan
Ethnic Group:	Samoan Americans
Audience/Grade Level:	Student Materials (13-16)
Amount of Funding:	$41,728.00

The project will train college students and teachers in the skills necessary to overcome stereotypes and prejudices. The training vehicle will be a curriculum package consisting of a 16mm, 30-minute, color and sound documentary film with accompanying written materials. The film will present some of the differences between Samoan and non-Samoan styles of communicative behavior and will serve as a catalyst to initiate group discussion. Written material will provide information on Samoan culture and directives for discussion leaders.

California

4. MULTICULTURAL CURRICULUM DEVELOPMENT

California State University, Fresno Foundation
Shaw and Cedar Avenues
Fresno, California 93740

Project Director:	Dirk van der Elst
Ethnic Group:	Armenian Americans, Basque Americans, Indian Americans, Italo-Albanian Americans, Serbian Americans, Vietnamese Americans, Volga-German Americans (California, San Joaquin Valley)
Audience/Grade Level	Student Materials (9-12) Teacher Education (9-12)
Amount of Funding:	$44,998.00

The project will develop 45-minute slide/tapes and booklets to teach the ethnic factor in behavior variation and to increase student sensitivity to ethnic heritage. These materials will be used in a summer workshop for high school teachers and in a college course for professionals in education, nursing, and social work. The materials will also form the core of a high school course in American ethnicity. The focus will be upon ethnic groups in the San Joaquin Valley; these include Armenians, Basques, Indians, Italo-Albanians, Serbs, Vietnamese, and Volga-Germans.

5. THE ETHNIC HERITAGE STUDIES PROGRAM OF CHILDREN'S COLLECTIVE

The Children's Collective, Inc.
12819 South Jarvis Place
Los Angeles, California 94118

Project Director:	Faizunisa Ali
Ethnic Group:	Black Americans, Chinese Americans, Mexican Americans
Audience/Grade Level:	Teacher Education (Preschool-3) Teacher Resources (Preschool-3)
Amount of Funding:	$45,000.00

The project will produce a replicable ethnic heritage curriculum model for better understanding of Black American, Mexican American, and Chinese American cultures among preschool and early elementary school Black children. The training of 50 teachers, administrators, parents, and community residents to implement the curriculum is also a major goal. A training manual and lesson plans for use by all teachers of Black children will be produced.

6. SAN FRANCISCO BAY AREA ETHNIC HERITAGE PROJECT

Korean Community Service Center
3136 Fulton Street
San Francisco, California 94118

Project Director:	Tom Kim
Ethnic Group:	Korean Americans
Audience/Grade Level:	Student Materials (K-16)
Amount of Funding:	$46,000.00

The project will develop audiovisual packets containing slides, narrative tapes, an instructor's text, and a resource list. The focus will be on contributions of Koreans to American life and Korean culture as reflected by Koreans in America. The audience is K-16.

Colorado

7. ETHNIC HERITAGE STUDIES CLEARINGHOUSE

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Project Director:	Frances Haley
Ethnic Group:	Multiethnic
Audience/Grade Level:	Anyone interested in ethnic studies
Amount of Funding:	$97,966.00

The project will compile and disseminate a catalog contain-

ing descriptions of Title IX ethnic studies projects funded from 1974 through 1977. Materials developed by the projects will be described in the catalog. The catalog will also include brief descriptions of Title IX ethnic studies projects funded for 1978 and 1979. A sampler containing a series of exemplary lessons, training models, and dissemination models extracted from Title IX projects will be developed, published, and disseminated. The project will also establish and train a network of 50 field agents to provide ongoing dissemination and training in ethnic studies.

Connecticut

8. USING ESTONIAN-AMERICAN BASED CULTURE MODELS FOR MULTI-CULTURAL STUDIES IN THE SECONDARY SCHOOLS

The Connecticut Estonian Society, Inc.
200 Maple Street
Manchester, Connecticut 06040

Project Director:	Enn O. Koiva
Ethnic Group:	Estonian Americans
Audience/Grade Level:	Student Materials (7-12) Teacher Education (7-12)
Amount of Funding:	$39,000.00

The program plans to develop Estonian American culture models and curriculum materials for the secondary level and to train personnel to use the models and materials. The products will include a handbook, audiotapes, a slide show, films, and a curriculum culture model presenting history, poetry and prose, art forms, music, foods, crafts, games, drama, glossaries, and holidays unique to Estonian heritage. Workshops will also be presented.

9. THE HUNGARIAN IMMIGRANTS OF BRIDGEPORT AND FAIRFIELD: AN EDUCATION FILM

Sacred Heart University
5229 Park Avenue
Bridgeport, Connecticut 06606

Project Director:	Steven Ross
Ethnic Group:	Hungarian Americans (Connecticut, Bridgeport)
Audience/Grade Level:	Adult/Community Education Student Materials (7-12)
Amount of Funding:	$46,000.00

This project will produce an hour-long 16mm, color educational documentary that will tell the story of the Hungarian immigrants who came to Bridgeport, Connecticut, at the turn of the century. The film is specifically aimed at the junior and senior high school levels, but should also be suitable for a wide range of adult education uses. The film will contain interviews with immigrants and their children, footage of current Hungarian festivals and cultural events, a cinema verite treatment of a specific Hungarian American family, and dramatised historical sequences following the fortunes of one immigrant family.

District of Columbia

10. LEADERSHIP TRAINING INSTITUTES IN MULTIETHNIC STUDIES FOR TEACHER EDUCATION

American Association of Colleges for Teacher Education
Room 610
One Dupont Circle
Washington, D.C. 20036

Project Director:	Frank Klassen
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (K-16)
Amount of Funding:	$44,999.00

Three regional leadership training institutes in multiethnic studies will be established for teacher educators. In addition to providing a materials resource center, the program will refine teaching modules and develop an institute manual.

11. ETHNIC HERITAGE SCHOOL BOARD TRAINING PROJECT

National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007

Project Directors:	Crystal A. Kuykendall and James Mecklenburger
Ethnic Group:	Multiethnic
Audience/Grade Level:	School Board Members
Amount of Funding:	$46,000.00

This project is directed toward urban and non-urban school board members whose districts contain varying percentages of minority group representation. The project will develop multiethnic policy, curriculum materials, and strategies in dealing with controversial issues, as well as literature to enhance understanding of related topics. A model package of materials suitable for training others will be disseminated through a network to be created by the participants.

12. CHINESE AMERICANS: OLD ROOTS, NEW SOIL, AND CHANGING WIND

Organization of Chinese Americans
1443 Rhode Island Avenue, N.W.
Washington, D. C. 20005

Project Director:	Wan-Go Weng
Ethnic Group:	Chinese Americans
Audience/Grade Level:	Student Materials (grade level not specified)
Amount of Funding:	$45,000.00

The project will produce a pictorial textbook of 280 plus pages. The text will cover the history, culture, communities, and achievements of Chinese Americans and their relationships to other ethnic groups. In addition, a teacher's guide and student workbook will be produced. The grade level is unspecified.

Florida

13. ETHNIC HERITAGE PROJECT MORIKAMI MUSEUM OF JAPANESE CULTURE

Palm Beach County Board of County Commissioners
Parks and Recreation Department
2700 Sixth Avenue
Palm Beach, Florida 33461

Project Director:	Larry Rosensweig
Ethnic Group:	Japanese Americans (Florida)
Audience/Grade Level:	Student Materials (4)
Amount of Funding:	$17,851.00

Materials for the 4th-grade Florida history curriculum will be developed based upon "yamoto," a once-existing colony of Japanese farmers in South Florida. The history and contributions of this group will be presented through an audiovisual unit for the Morikami Museum and a separate teaching unit for school use; the school unit will be accompanied by a teacher's handbook.

14. PROJECT HAITIEN

School Board of Dade County, Florida
1410 N.E. Second Avenue
Miami, Florida 33132

Project Director:	Tee Greer, Jr.
Ethnic Group:	Haitian Americans (Florida, Dade County)
Audience/Grade Level:	Student Materials (1-6)
Amount of Funding:	$47,757.00

This project will develop five bilingual multimedia packets dealing with the unique contributions of Haitian Americans in

Dade County, Florida. The intended audience is elementary-level students.

Hawaii

15. ASIAN AMERICAN LITERATURE – RESOURCES AND TRAINING FOR MULTICULTURAL EDUCATION

Japanese American Research Center
2454 South Beretania Street
Honolulu, Hawaii 96814

Project Director:	Dennis Ogawa
Ethnic Group:	Hawaiian Americans
Audience/Grade Level:	Teacher Education (7-12)
Amount of Funding:	$41,600.00

The project will train teachers of secondary students to identify and become knowledgable with fiction, poetry, drama, and lyrics in English created by Hawaii's people of Chinese, Japanese, Korean, and Filipino descent. An annotated bibliography will also be developed.

16. ALOHA FOR THE LAND

University of Hawaii at Manoa
Department of Psychology
2430 Campus Road
Manoa, Hawaii 96822

Project Director:	Walter Nunokawa
Ethnic Group:	Hawaiian Americans
Audience/Grade Level:	Adult/Community Education Student Materials (7-16)
Amount of Funding:	$45,000.00

The project goal is production of a 28-minute, 16mm color film focusing upon "Ohanas," collective tribal units or extended families, recently reestablished by native Hawaiians and organized for social and political action. Implications of native Hawaiian religion and culture in the modern world will also be addressed. The intended audience will be Native Hawaiians, other ethnic or community groups in the state, and students at the secondary and college levels.

Illinois

17. MODEL BUILDING WITH TWO ETHNIC GROUPS

Chicago State University
95th Street at King Drive
Chicago, Illinois 60628

Project Director:	Irvin Roth
Ethnic Group:	Black Americans, Polish Americans (Illinois, Posen-Robbins School District)
Audience/Grade Level:	School Administrators (K-8) Teacher Education (K-8)
Amount of Funding:	$45,000.00

To help K-8 administrators, supervisors, and teachers of the Posen-Robbins School District understand their own ethnic heritage and to foster a true regard for other ethnic cultures, the project will offer inservice courses on Polish history and Black history. Participants will take both courses, which will feature lectures, discussions, audiovisual presentations, and celebration of ethnic days. The training program will utilize previously developed Title IX materials.

18. ETHNIC HERITAGE STUDIES PROJECT

West Harvey School District 147
155th Place and Hoyne Avenue
Harvey, Illinois 60426

Project Director	George Whitley
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (K-8) Teacher Resources (K-8)
Amount of Funding:	$43,000.00

The project is designed to assist students in racially isolated schools within a multiethnic suburban community to learn about their own history and cultural heritage as well as that of others. Training for elementary teachers and district staff members will be provided, and units of study for grades K-8 will be developed for the differing ethnic groups within the community. An ethnic festival will feature the arts, crafts, foods, and dress unique to the participating ethnic groups.

Indiana

19. TEACHER TRAINING IN ETHNIC LITERACY

Indiana Department of Public Instruction
229 Statehouse
Indianapolis, Indiana 46204

Project Director:	Janet C. Bell
Ethnic Group:	Multiethnic (Indiana)
Audience/Grade Level:	Teacher Education (7-12)
Amount of Funding:	$45,000.00

The proposal for this project envisions a series of intensive five-day summer workshops to train selected secondary teachers and teacher-training personnel in developing ethnic and cultural awareness. They will also learn how to integrate ethnic studies into the total curriculum, with particular attention to the major ethnic groups in Indiana. Consulting services to participating schools before and after the workshops will be provided, and a comprehensive state plan to integrate ethnic studies in every school will be developed.

Louisiana

20. CURRICULUM MATERIALS AND METHODS DEVELOPMENT FOR CAJUN FRENCH IN LOUISIANA

University of Southwestern Louisiana
Department of Foreign Languages
P.O. Box 4-3331, USL
Lafayette, Louisiana 70504

Project Director:	A. David Barry
Ethnic Group:	French Americans (Louisiana)
Audience/Grade Level:	Student Materials (7-16)
Amount of Funding:	$40,000.00

This project will develop print and nonprint materials on the regional Louisiana French language known as "Cajun." The material will be designed for use at the college and secondary levels. The materials are intended for those who have already acquired the fundamentals of formal French language.

Maryland

21. A MODEL FOR INCORPORATING COMMUNITY RESOURCES INTO THE DEVELOPMENT OF AN ETHNIC HERITAGE STUDIES CURRICULUM

Baltimore County Ethnic Affairs Committee
Mail Stop 1004 W. Chesapeake Avenue
Towson, Maryland 21204

Project Director:	Thomas Juliano
Ethnic Group:	Multiethnic
Audience/Grade Level:	Adult/Community Education Teacher Education (K-16)
Amount of Funding:	$15,000.00

The project plans to conduct a seminar and a workshop for ethnic community members and educators in order to (1) increase awareness of the need for new curriculum models in ethnic studies, preschool to adult; (2) present procedures for using community resources; and (3) discuss guidelines for training teachers to incorporate ethnic studies in their curricula. A manual will be prepared to disseminate the results to community organizations in Baltimore County and to educational personnel in Maryland.

22. ETHNIC HERITAGE STUDIES PROGRAM OF ALLEGANY COUNTY

Board of Education, Allegany County
108 Washington Street
Cumberland, Maryland 21502

Project Director:	Rebecca Millar
Ethnic Group:	American Indians, Asian Americans, Black Americans, English Americans, German Americans, Hispanic Americans, Irish Americans, Jewish Americans, Scotch Americans
Audience/Grade Level:	Teacher Education (K-6) Teacher Resources (K-6)
Amount of Funding:	$43,964.00

The program will provide inservice training for 42 teachers of grades K-6, who in turn will train others until all in the county have been given instruction in multiethnic heritage studies, with particular emphasis on American Indians and on German, Scotch-English-Irish, Black, Jewish, Hispanic, and Asian Americans. A training model and units applicable to all elementary classes in the county will be developed.

Massachusetts

23. IDENTITY, ETHNICITY, AND WORK

American Jewish Committee
72 Franklin Street
Boston, Massachusetts 02110

Project Director:	Margaret Van Duyne
Ethnic Group:	Multiethnic (with emphasis on Portuguese Americans)
Audience/Grade Level:	Adult/Community Education
Amount of Funding:	$45,000.00

The project will produce a half-hour, 16mm film to be shown on television, as well as a training study guide to be used in adult education centers, language institutions, libraries, community colleges, and social service institutions. The focus will be entry into the world of work for members of ethnic groups. Portuguese immigrants will be used as exemplars. A newsletter will also be developed.

24. ETHNIC HERITAGE STUDIES THROUGH THE CHURCH FOR BOSTON YOUTH

Education Development Center, Inc.
55 Church Street
Newton, Massachusetts 02160

Project Director:	Robert Hayden
Ethnic Group:	Black Americans, Chinese Americans, Irish Americans, Italian Americans, Jewish Americans, Puerto Rican Americans
Audience/Grade Level:	Young people at various local churches
Amount of Funding:	$45,000.00

The project will provide opportunities for teenagers in Boston to learn the nature of their ethnic heritage, share their ethnicity with others, appreciate their group's contribution to community development, and develop a model for learning and communication. Work will be done at Catholic, Chinese, Baptist, and Jewish urban churches. Children of Black, Chinese, Jewish, Irish, Puerto Rican, and Italian heritage will be involved in project activities.

25. CHINESE HERITAGE IN MULTICULTURAL EDUCATION

Greater Boston Chinese Cultural Association
P.O. Box 142
Newton Center, Massachusetts 02159

Project Director:	Nai-Hsien Mao
Ethnic Group:	Chinese Americans
Audience/Grade Level:	Student Materials (5-8)
Amount of Funding:	$45,971.00

A curriculum of seven units on Chinese cultural heritage for grades 5-8 will be developed. Designed to be used as separate topics or as a set of units in a social studies setting, the units concern the "whys" of China, Chinese architecture, games, festivals, and the history of Chinese in America. An inservice training program for teachers will be developed, as will a teacher's guide for each unit.

26. FOCUS ON FAMILY

Hudson Public Schools
1555 Apsley Street
Hudson, Massachusetts 01749

Project Directors:	Isabella Hinds and Joseph Mulready
Ethnic Group:	Portuguese Americans
Audience/Grade Level:	Adult/Community Education
Amount of Funding:	$29,000.00

The project seeks to build on family, ethnicity, and neighborhood to help students, educators, and community residents explore their identity through their own culture and history, as well as the culture and history of others. Portuguese Americans are the principal population for the program, which will produce a model for teaching, training, and learning. Believing that the arts provide the best medium for common expression in seeking one's ethnic roots and culture, the project will create a "portable theater" to disseminate ethnic content.

27. V.O.I.C.E.S. TEACHER TRAINING IN PROCESSES OF ETHNIC DIVERSITY

Massachusetts Department of Education
51 Rindge Avenue
Cambridge, Massachusetts 02140

Project Director:	Ellen Sarkisian
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (K-12)
Amount of Funding:	$47,000.00

The project aims to train teachers in the use of previously developed Title IX materials as well as those developed by other Massachusetts teachers. Three day-long workshop models in ethnicity and a multicultural environment will be offered to Massachusetts teachers; six on-site courses for teachers and districts requesting them will also be presented. An annotated resource collection will be developed and publicized.

28. WE LIVE HERE TOO

The New England Chapter of Kosciuszko Foundation
43 Linnaean Street, Apt. 35
Cambridge, Massachusetts 02138

Project Director:	Frank Brodziak
Ethnic Group:	Polish Americans
Audience/Grade Level:	Student Materials (4-8)
Amount of Funding:	$46,500.00

The project will produce a 45-minute, 16mm film focusing on the history, culture, and contributions of Poles in America. The film will correct injurious stereotyping and illustrate the factors which have negatively affected all ethnic minorities in America. Designed for middle-school children, the film will utilize the life of Tadeus Kosciuszko as an example of humanitarianism and integrity, but the contributions of other prominent Polish Americans will also be included.

Michigan

29. AWARENESS OF PEOPLE AND PLACES THROUGH LEARNING EXPERIENCE

Detroit Public Schools
5057 Woodward Drive
Detroit, Michigan 48202

Project Director:	Karen Todorov
Ethnic Group:	Multiethnic
Audience/Grade Level:	Adult/Community Education Teacher Education (6-8) Teacher Resources (6-8)
Amount of Funding:	$44,000.00

The project's developers feel a need to place curriculum materials with ethnic content into the range of subject offerings at Wilson Middle School, as well as into the community which supports the school. Because teacher background, knowledge, ethnicity, and favorable attitudes toward ethnic understanding are crucial, preservice and inservice staff training workshops utilizing previously developed Title IX materials will be presented. Parallel activities for administrators and community adults will be held. A teacher's manual containing plans for making ethnic materials available for units taught at Wilson will be the culmination of the project.

30. ETHNIC HERITAGE STUDIES PROJECT

Grand Rapids Junior College
143 Bostwick, N.E.
Grand Rapids, Michigan 49503

Project Director:	Louis Murillo
Ethnic Group:	Greek Americans, Italian Americans, Latvian Americans, Polish Americans, Vietnamese Americans (Michigan, western)
Audience/Grade Level:	Teacher Education (7-16)
Amount of Funding:	$47,000.00

During the first of its three years, the project will focus on Polish, Vietnamese, Italian, Greek, and Latvian immigrants to western Michigan; ultimately, 15 ethnic groups will be studied. Training seminars for secondary teachers and community college instructors in both public and parochial schools will be developed. A consortium dissemination center with printed materials and three-dimensional objects, as well as a bibliography of those materials, will be created. A mobile exhibit containing artifacts with ethnic significance and a booklet describing the exhibit's contents will also be part of the project.

31. PEOPLING OF MICHIGAN SERIES

Wayne State University
Center for Urban Studies
Ethnic Studies Division
5229 Cass Avenue
Detroit, Michigan 48202

Project Director:	Malvina Kauk-Abonyi
Ethnic Group:	Arab Americans, Black Americans, Hungarian Americans, Mexican Americans, Ukrainian Americans, (Michigan, Detroit)
Audience/Grade Level:	Student Materials (7-12)
Amount of Funding:	$26,662.00

The project will produce a series of 60- to 70-page booklets on the Hungarians of Detroit. Each booklet will be illustrated and contain maps, bibliographies, and a teacher's study guide. No grade level is designated, but apparently the intended audience is grades 7-12. Other ethnic groups to be covered are Mexican, Arab, Black, and Ukrainian Americans.

Minnesota

32. THE MINNESOTA CHIPPEWA TRIBAL GOVERNMENT CURRICULUM COURSE

Minnesota Chippewa Tribe
P.O. Box 217
Cass Lake, Minnesota 56633

Project Directors:	Bill Schaaf and Thomas D. Peacock
Ethnic Group:	American Indians (Chippewa - Minnesota)
Audience/Grade Level:	Student Materials (4-8)
Amount of Funding:	$47,000.00

The project aims to train upper elementary and junior high public school teachers in the history and nature of the Chippewa Indians' unique relationship to the federal government. Six curriculum units using print and audiovisual materials will incorporate the history, heritage, and legal status of the Minnesota Chippewa. A teacher's guide will accompany the units.

33. A PROJECT TO DEVELOP INSTRUCTIONAL MATERIALS CONCERNING IMMIGRANT CONTRIBUTIONS TO THE MULTIETHNIC CULTURE OF NORTHEAST MINNESOTA

University of Minnesota
240 Bohannon
Duluth, Minnesota 55182

Project Director:	Leonard O'Jala
Ethnic Group:	Multiethnic (Minnesota)
Audience/Grade Level:	Teacher Education (12-16) Teacher Resources (12-16)
Amount of Funding:	$42,000.00

The project plans to preserve and transmit the culture of the various immigrant ethnic groups of northeastern Minnesota through development of bibliographies, instructional units (including booklets, teacher's guides, and audiovisual material), and orientation workshops. The materials will be designed for use by teachers and adults. No ethnic groups are specified.

Montana

34. FT. BELKNAP ETHNIC HERITAGE RETRIEVAL PROJECT

Ft. Belknap Community Council
Harlem, Montana 59526

Project Director:	Deborah LaCounte and Robert Swan
Ethnic Group:	American Indians (Gros Ventres, Assiniboine)
Audience/Grade Level:	Student Materials (K-12)
Amount of Funding:	$30,000.00

The project will provide a means for retaining and furthering the history, language, and culture of the Gros Ventres and Assiniboine Tribes of the Ft. Belknap Reservation. The intent is to create a culturally related K-12 curriculum, which will include videotapes, audiotapes, and written materials describing traditional skills, crafts, history, language, and culture. A brochure describing the project's activities will be accompanied by a slide presentation.

Nebraska

35. NEBRASKA NATIVE AMERICAN CURRICULUM TEACHER TRAINING INSTITUTE

University of Nebraska-Lincoln
Center for Great Plains Studies
1214 Oldfather Hall
Lincoln, Nebraska 68588

Project Director: Paul A. Olson
Ethnic Group: American Indians (Plains Indians)
Audience/Grade Level: Teacher Education (K-12)
Amount of Funding: $47,000.00

The project developers will gather, refine, and catalog existing curriculum materials dealing with the cultures of at least five Great Plains Indian tribes. The materials will be evaluated by an all-Indian advisory council. The major thrust of the project will be a summer institute for 34 elementary and secondary teachers from Nebraska, South Dakota, and Oklahoma. Those attending will develop materials for classroom use and write teacher's guides and inservice training methods.

Nevada

36. PAIUTE CULTURE: DEVELOPMENT AND DISSEMINATION

Walker River Paiute Education Committee
P.O. Box 190
Schurz, Nevada 89427

Project Director: Norma Lessard, Chairperson
Mike Hansen, Curr. Coordinator
Ethnic Group: American Indians (Paiute-Nevada)
Audience/Grade Level: Teacher Resources (K-12)
Amount of Funding: $47,000.00

This project addresses the need to (1) train local American Indian personnel in developing Paiute cultural materials for K-12 classrooms, (2) adapt available materials for various grade levels, (3) produce a manual of examples which incorporate previous research into the curriculum, and (4) disseminate information about Great Basin Indians.

New Jersey

37. CHINESE-AMERICAN ETHNIC HERITAGE

Association of Chinese Schools
11 Bel Air Road
Marlboro, New Jersey 07746

Project Director: Pei Chi Chou
Ethnic Group: Chinese Americans
Audience/Grade Level: Teacher Resources (K-12)
Amount of Funding: $14,500.00

The Association will survey curriculum in Chinese Saturday schools--elementary and secondary--throughout the United States to determine commonalities in curriculum, measurements of achievement, and teaching strategies. From this, a system to gauge levels of attainment will be formulated to insure an efficient curriculum. The Association will then disseminate curricula and resources to all participants and determine a uniform pretest for language and culture.

New Mexico

38. SOUTHWESTERN MULTICULTURAL JOURNAL AND SUPPLEMENTS

La Confluencia
Southwestern Multicultural Journal and Supplements
P.O. Box 409
Albuquerque, New Mexico 87103

Project Director: Patricia A. D'Andrea
Ethnic Group: Multiethnic (United States, Southwest)
Audience/Grade Level: Student Materials (1-16)
Amount of Funding: $28,590.00

The project will produce a quarterly journal focusing on contemporary life and issues among the various cultures and ethnic groups of the American Southwest. Materials will be designed for use in high schools, colleges, and teacher education. Two anthologies of writing and art produced by elementary and secondary students and demonstrating awareness of cultural pluralism will be developed.

New York

39. MULTIETHNIC HERITAGE LEARNING DIRECTIONS (PROJECT M.E.H.L.D.)

Board of Education New York City
Community School District #22
Office of District Superintendent
2525 Haring
Brooklyn, New York 11235

Project Director: Fred Zahn
Ethnic Group: Multiethnic
Audience/Grade Level: Teacher Resources (6-9)
Amount of Funding: $45,000.00

Two products will be developed to meet students' needs for a meaningful and effective program of ethnic heritage studies. Teacher resource packets will provide teachers with an accessible and diverse array of appropriate activities for children aged 11-14 and enable teachers to locate relevant materials. The guide for staff development activities will allow each school to conduct a program of staff development relevant to its own needs.

40. MULTI ETHNIC RESOURCES CENTER

Board of Education #29 Queens
221-10 Jamaica Avenue
Queens Village, New York 11428

Project Director: Murray Hoffman
Ethnic Group: Multiethnic
Audience/Grade Level: Student Materials (3-5)
Teacher Education (3-5)
Amount of Funding: $15,000.00

The main thrust of this project is the development of print and nonprint materials for grades 3-5. The materials will deal with the culture and contributions of the ethnic groups represented in the project area. Student teachers from York and Queens Colleges will assist in the development of the curriculum materials and receive training through workshops in the teaching of ethnic heritage studies. An ethnic heritage center will also be established as a resource center for teachers.

41. I AM SOMEBODY

Greenburg Central School District
475 West Hartsdale Avenue
Hartsdale, New York 10530

Project Director: Lorraine Gray
Ethnic Group: Black Americans, Italian Americans, Jewish Americans
Audience/Grade Level: Adult/Community Education
Teacher Resources (8)
Amount of Funding: $39,000.00

The program aims to implant in 8th-grade social studies classes a greater awareness of the contributions of ethnic groups, especially Black Americans, Italian Americans, and Jewish Americans. Another project goal is to foster intergroup respect and contact. Relevant materials will be collected and resources explored, culminating in a monthly newsletter and audiovisual materials to be used within the entire community.

42. ETHNIC WOMEN AS COMMUNITY LEADERS

National Congress of Neighborhood Women
1129 Catherine Street
Brooklyn, New York 11211

Project Director: Christine Noschese
Ethnic Group: Black Americans, Italian Americans, Polish Americans

Audience/Grade Level: Adult/Community Education
Student Materials (9-16)
Amount of Funding: $47,996.00

The project will produce a 40-minute, 16mm color film appropriate for adults, community groups, and programs of women's and ethnic studies at all educational levels. Conveying the interrelationships of ethnic cultures and women's community development, the film will portray Black, Italian, and Polish working class women who are active in improving the quality of life in their Brooklyn neighborhood. A guide for training participants in the use of the film will be included.

43. THE MULTI-ETHNIC IMPACT THROUGH FILMSTRIPS SHOWING DIFFERENT ASPECTS OF GREEK CULTURE

National Greek T.V. Educational Corporation
7002 Avenue U
Brooklyn, New York 11234

Project Director: Demetris Kastanas
Ethnic Group: Greek Americans
Audience/Grade Level: Student Materials (K-12)
Amount of Funding: $47,000.00

The project will develop 20 filmstrips, 20-30 minutes in length, accompanied by two tapes–one in Greek and one in English. Planned for use by teachers in elementary and secondary classrooms, the filmstrips will feature Greek dance, drama, architecture, musical instruments, and outstanding persons. Each filmstrip will be accompanied by a booklet. After the materials have been field tested, they will be disseminated through the National Greek Television program to audiences in New York, Boston, Chicago, and Tarpon Springs.

44. POLISH AND POLISH AMERICAN ETHNIC STUDY PROGRAM

Polish Community Center of Buffalo, Inc.
1081 Broadway
Buffalo, New York 14212

Project Director: Monica Polowy
Ethnic Group: Polish Americans
Audience/Grade Level: Teacher Resources (7-16)
Amount of Funding: $44,922.00

In response to a large number of requests, the Polish Community Center will collect, catalog, store, and disseminate primary and secondary sources on Polish and Polish American topics. From these activities will emerge at least eight slide lectures; a data book on resources; basic information sheets on Polish history, customs, language, folk arts, geography, sociology, and ethnicity; and data sheets on Polish American history and sociology. Materials will be made available to school systems; they will also be presented at professional meetings of educators in western New York and through university courses on ethnicity.

45. FOLKLORE AND POPULAR CULTURE OF ETHNIC GROUPS WESTERN NEW YORK IN PUBLIC SCHOOL EDUCATION

State University College at Fredonia
Department of English
Fredonia, New York 14063

Project Director: Ron Ambrosetti
Ethnic Group: Black Americans, Italian Americans, Polish Americans, Puerto Rican Americans (New York, Dunkirk)
Audience/Grade Level: Student Materials (K-16)
Amount of Funding: $46,970.00

The project proposes study of the Italian, Puerto Rican, Black, and Polish American communities of Dunkirk, New York. The focus will be on indentification, collection, and chronicling of folklore and popular culture in these communities. Both students and faculty of the public schools and state university will be involved in the project. Multiethnic curricula for kindergarten through college will be developed, as will a community resource list, a community brochure, and a videotape. The college's folklore archives will be expanded.

North Carolina

46. APPALACHIAN STUDIES: A COMPARATIVE CULTURES APPROACH

Warren Wilson College
Swannanoa, North Carolina 28778

Project Director: Barbara Young
Ethnic Group: American Indians (Cherokee), Appalachian Americans, Black Americans, Dutch Americans, Japanese Americans, Scotch-Irish Americans
Audience/Grade Level: $43,000.00

The project will offer preservice training for students in teacher education and teacher training in new courses which will strengthen the college's intercultural studies curriculum. Products will include teaching units for grades 4-8 comparing the commonality and diversity of experience of subcultures within the immediate region. Subcultures studied will include Black, Cherokee, Indian, and Scotch-Irish groups and to some extent Dutch and Japanese Americans.

Ohio

47. THE BLACK ETHNIC HERITAGE AND ITS DISSEMINATION THROUGH THE MEDIA

American Forum for International Study
1001 Leader Building
Cleveland, Ohio 44114

Project Director: Melvin Drimmer
Ethnic Group: Black Americans
Audience/Grade Level: Student Materials (10-16)
Amount of Funding: $46,000.00

Forty one-hour weekly radio programs to be aired over WBOE, a local public broadcasting station, will be produced for an intended audience of senior high school and college students and teachers. The format will be a scholarly overview of the history, culture, and issues which have been part of Black America's heritage. The radio audience will receive special reading lists upon request.

48. THE ETHNIC HERITAGE CLUSTER PROGRAM FOR NORTHWEST OHIO

Bowling Green State University
Bowling Green, Ohio 43401

Project Director: Robert Perry
Ethnic Group: Black Americans, Mexican Americans, Polish Americans (Ohio, northwest)
Audience/Grade Level: Adult/Community Education
Teacher Resources (K-12)
Amount of Funding: $37,000.00

This joint university/community project will train 30 to 50 educators and community leaders to perform more effectively in a multiethnic environment. An in-depth study of Black Americans, Mexican Americans, and Polish Americans residing in northwest Ohio will determine the unique cultural contributions of each to American society. Should the community request it, additional studies of American Indians, Slovak Americans, and Puerto Rican Americans will be included. Audiovisuals, booklets, and curriculum units, as well as procedures for a mobile training unit, will be developed.

49. TEACHER PREPARATION FOR HUNGARIAN, GREEK, AND POLISH STUDIES

University of Toledo
College of Education
2801 Bancroft Street
Toledo, Ohio 43606

Project Director:	Wells Singleton
Ethnic Group:	Greek Americans, Hungarian Americans, Polish Americans (Ohio, Toledo)
Audience/Grade Level:	Teacher Education (7-12)
Amount of Funding:	$44,961.00

A training program for public and parochial teachers in grades 7-12 will be established to convey the heritage of Greek, Hungarian, and Polish culture in Toledo. Teacher participants must pass a written test on the three cultures, produce an instructional unit, implement it within their curriculum, and participate in a planned cultural experience with one of the three ethnic groups named above.

Oklahoma

50. DEVELOPMENT OF NATIVE AMERICAN STUDIES AT BACONE COLLEGE, AN AMERICAN INSTITUTION

Bacone College
Muskogee, Oklahoma 74401

Project Director:	Charles D. Van Tuyl
Ethnic Group:	American Indians (Creek)
Audience/Grade Level:	Teacher Resources (13-16)
Amount of Funding:	$14,000.00

Funding will be used to employ Dr. Willard Walker, who will develop a syllabus for an Introduction to Native American Studies course and another for a course entitled Cultures and Languages of the Creek Confederacy. Outlines for components of American Indian cultures to be used in other courses will also be developed.

Oregon

51. EXPLORING THE CULTURAL HERITAGE OF OREGON

Portland State University
E.C.H.O.
P.O. Box 751
Portland, Oregon 97207

Project Director:	Ralph Nelsen
Ethnic Group:	Multiethnic (United States, Northwest)
Audience/Grade Level:	Teacher Resources (13-16)
Amount of Funding:	$42,000.00

Project E.C.H.O. will provide a course for 50 undergraduates and another for 50 secondary teachers to promote greater understanding of the roles of various cultural groups in the history of the Northwest: Southern Whites, American Indians, and Finnish, Scandinavian, Basque, Black, Dutch, German, Swiss, Jewish, Asian, Mexican, and Russian Americans. Syllabi will be developed to accompany such instructional materials as manuals, readings, slides, tapes, and photographs.

Pennsylvania

52. TRACING INDIVIDUAL ETHNIC SOURCES

Allegheny Intermediate Unit
Suite 1300, Two Allegheny Center
Pittsburgh, Pennsylvania 15212

Project Directors:	Linda Pritchard and Mary Carl
Ethnic Group:	Multiethnic (Pennsylvania, Allegheny County)
Audience/Grade Level:	Teacher Resources (1-12)
Amount of Funding:	$46,365.00

Rather than focus on a specific ethnic group, the program will endeavor to show the multiethnic diversity of Allegheny County and to enhance understanding of one's own heritage. The project will produce a bibliography of resources for grades 1-12, sample learning activities, and techniques of instruction in ethnic studies appropriate to each grade level.

53. DEVELOPMENT OF BULGARIAN CURRICULUM MATERIALS THROUGH A BULGARIAN ETHNIC HERITAGE STUDIES KIT

Duquesne University
1801 Boulevard of the Allies
Pittsburgh, Pennsylvania 15219

Project Director:	Walter Kolar
Ethnic Group:	Bulgarian Americans
Audience/Grade Level:	Student Materials (4-6)
Amount of Funding:	$44,000.00

The project will develop and provide an entire body of curriculum materials to assist those of Bulgarian descent in learning about their cultural heritage in America and their homeland. The primarily audiovisual units for use in grades 4-6 will contain material dealing with the heritage and lifestyles of Bulgarians. Each unit will contain an illustrated booklet. Three filmstrips, three recordings, three cassettes, and a teacher's manual will also be produced.

South Dakota

54. INCREASING UNDERSTANDING OF THE MULTICULTURAL HERITAGE OF EASTERN SOUTH DAKOTA THROUGH TEACHER EDUCATION

University of South Dakota
School of Education
Vermillion, South Dakota 57069

Project Director:	Robert Wood
Ethnic Group:	Multiethnic (South Dakota)
Audience/Grade Level:	Teacher Education (K-6) Teacher Resources (K-6)
Amount of Funding:	$40,000.00

The project will improve the competencies of elementary teachers in multiethnic education and in the ethnic heritage of eastern South Dakota by identifying and developing resources to promote change in elementary curriculum. Information will be taught in seminars, courses, or workshops; expected products include resource units, teacher's guides, artifact kits, audiovisual and written materials, a newsletter, and a calendar of multiethnic events.

Texas

55. DEVELOPMENT OF TEACHING STRATEGIES THROUGH A TRAINING PROGRAM IN ORIENTAL-AMERICAN CULTURE FOR ELEMENTARY SCHOOL TEACHERS

University of Houston/Clear Lake City
2700 Bay Area Boulevard
Houston, Texas 77058

Project Directors:	Esther Yao and Phil Lanasa
Ethnic Group:	Asian Americans
Audience/Grade Level:	Teacher Education (K-6) Teacher Resources (K-6)
Amount of Funding:	$44,000.00

Four graduate-level courses for credit will be offered to elementary teachers in southeast Texas. The purpose of the courses will be to develop awareness and understanding of Asian Ameri-

cans. The project will produce a curriculum guide, teaching modules, and a teacher's manual.

Washington

58. GETTING TO KNOW YOU–AND ME

Highline School District #401
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166

Project Director: John Ross

Ethnic Group: Asian Americans, American Indians, Black Americans, Hispanic Americans
Audience/Grade Level: Teacher Education (K-6)
Amount of Funding: $14,965.00

The project will provide inservice training in intercultural understanding and use of "Rainbow" materials for 100 elementary teachers. Workshops dealing with Black Americans, Indians, Hispanic Americans, and Asian Americans will be presented. Results will be disseminated through articles in the official newsletter of the District, *Highline Happenings*.

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PART III
ETHNIC STUDIES PROJECTS
1979

PROJECT DESCRIPTIONS BY STATE AND TERRITORY

Alabama

1. CURRICULUM PROJECT ON THE CULTURAL HERITAGE OF THE TENNESSEE-TOMBIGBEE WATERWAY CORRIDOR

Miles College
P.O. Box 31
Eutaw, Alabama 35462

Project Director:	Jane W. Sapp
Ethnic Group:	People of Tennessee-Tombigbee Waterway Corridor in Mississippi and Alabama
Audience/Grade Level:	Adult/Community Education Teacher Resources (K-16)
Proposed Budget:	$55,234.00

This project will document the heritage of the people living in the seven Mississippi and nine Alabama counties along the Tennessee-Tombigbee Waterway development corridor. The project will use folkloristic and oral history research techniques to develop curriculum materials and information related to the cultures of the people within the region. The three components of the project include compilation of field research results, development of curriculum materials, and presentation of festivals and school programs. The project will tape record and photograph 25-30 persons per county and hold six festivals to bring local artists together. Products will include a book listing and categorizing all the significant folk artists and arts and crafts persons of the area, a general history of the area based on data obtained through oral interviews, and three half-hour documentaries based on shots taken at the festivals and extended interviews. All of these materials will be made available to the local schools.

Alaska

2. CULTURAL/HISTORIC COLLECTION PROCESS IN A CULTURE OF TRANSITION: AN ETHNIC HERITAGE STUDIES PROGRAM

North Slope Borough School District
P.O. Box 169
Barrow, Alaska 99723

Project Director:	Shirley Holloway
Ethnic Group:	Eskimo Americans (Snupiag)
Audience/Grade Level:	Teacher Education (K-16)
Proposed Budget:	$59,042.00

In this project Snupiag Eskimo students will develop a library collection on the Snupiag heritage. In developing the library collection, students will be involved in many activities, including identifying and classifying artifacts, reproducing old photographs, conducting interviews, and selecting items which have significance to the Snupiag heritage. From this collection, materials will be selected for inclusion in a multicultural, bilingual inservice kit. The kit will be designed for use at teacher workshops and seminars which will help participants integrate local history and culture into the curriculum.

American Samoa

3. SAMOAN CROSS CULTURAL ORIENTATION*

American Samoa Community College
Board of Higher Education
Mapusaga Campus
P.O. Box 2609
Pago Pago, American Samoa 96799

Project Director:	Saeu Scanlan
Ethnic Group:	Samoan Americans
Audience/Grade Level:	Student Materials (13-16) Teacher Education (1-12)
Amount of Funding:	$41,728.00

The project will train college students and teachers in the skills necessary to overcome stereotypes and prejudices. The training will be a curriculum package consisting of a 16mm, 30-minute, color and sound documentary film with accompanying written materials. The film will present some of the differences between Samoan and non-Samoan styles of communicative behavior and will serve as a catalyst to initiate group discussion. Written material will provide information on Samoan culture and directives for discussion leaders.

California

4. PILOT ETHNIC RESEARCH TRAINING PROJECT

California State University
Dominguez Hills Foundation
1000 East Victoria Street
Carson, California 90747

Project Director:	Fumiko Hosokawa
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (13-16)
Proposed Budget:	$34,008.00

This project is designed to train California State University Dominguez Hills faculty in the use of field-work techniques as applied to ethnic communities. The goals of the training are to give participants a better understanding of ethnic people and their culture and to enable participants to provide innovative courses incorporating the study of diverse ethnic groups. The project will draw upon the resources of diverse ethnic communities. The training program is designed to produce an ethnic community resources directory, specific course proposals applying the ethnic field-work concept, and a set of guidelines for supervising individuals in field work.

5. TEACHING ETHNIC AWARENESS AND CULTURAL HISTORY PROJECT (TEACH)

California State University, Fresno
Maple and Shaw
Fresno, California 93740

Project Director:	Lea Ybarra Soriano
Ethnic Group:	Multiethnic
Audience/Grade Level:	Adult/Community Education
Proposed Budget:	$43,229.00

This project will undertake a number of activities in their community education program. Through a series of "heritage nights," parents and community persons will discuss historical and contemporary ethnic heritage issues. Up to 100 community residents will be trained in oral history research and will gather local ethnic heritage data. The information collected will be presented at two special heritage nights set aside for school personnel and community residents.

6. INDOCHINESE REFUGE: AN ETHNIC HERITAGE TRAINING AND DISSEMINATION PROJECT

Minority Affairs Institute
2695 Steeplecase
Diamond Bar, California 91765

Project Director:	Alba A. Moesser
Ethnic Group:	Indo-Chinese Americans
Audience/Grade Level:	School Administrators (K-12) Teacher Education (K-12)
Proposed Budget:	$40,293.00

*This project is a carry-over of the 1978 project. An extension of the project without an increase in the budget was granted.

This project will develop three modules to train school administrators and instructional staffs to understand the history and culture of Indo-Chinese Americans and to implement more effective ethnic studies programs. The modules will be field tested through training sessions conducted with selected teachers and administrators from the Pomona Unified School District.

7. BIOGRAPHIES OF NOTABLE CHINESE AMERICANS

Organization of Chinese Americans
2191 Mowry Avenue, Suite 500-A
Fremont, California 94538

Project Director:	David F. Der
Ethnic Group:	Chinese Americans
Audience/Grade Level:	Teacher Resources (9-16)
Proposed Budget:	$37,500.00

Biographies of Notable Chinese Americans has as its major goal the development of a reference book containing biographical data on Chinese Americans, from which future biographies can be written. The focus will be on 19th- and early 20th-century Chinese Americans whose lives and achievements are in danger of being lost to history. An Advisory Council will assist in identifying individuals who should be researched for the reference and in providing information about those individuals. In addition, they will assist in making the final decision on which individuals should be included. Two researchers fluent in both English and Chinese will travel throughout the United States to conduct research and interviews. The book will be field tested in high schools and colleges, and revisions will be made on the basis of the field tests.

8. RECIPROCAL JEWISH/BLACK STUDIES IN UPPER ELEMENTARY CLASSROOMS

The University of Judaism
15600 Mulholland Drive
Los Angeles, California 90024

Project Director:	John Bragin
Ethnic Group:	Black Americans, Jewish Americans
Audience/Grade Level:	School Administrators (4-6) Teacher Education (4-6) Teacher Resources (4-6)
Proposed Budget:	$55,053.00

This project intends to develop, pilot test, and disseminate an ethnic heritage program for grades 4-6 that integrates the study of Jewish American heritage with the general social studies curriculum. Emphasis will be given to past and present relations between Jewish and Black Americans that are important in the history and culture of our nation. Both newly-created and already-existing materials will comprise the program. A 30-hour inservice course for administrators and teachers from four pilot elementary schools will be conducted. In addition, the project will conduct extracurricular activities, including a picnic or field trip to a Los Angeles historical landmark and a weekend of learning and socializing at the University's Camp Ramah in Ajai Valley.

Colorado

9. SEMINAR IN MULTI-ETHNIC RELATIONS

Colorado State University
College of Professional Studies
Guggenheim Hall
Fort Collins, Colorado 80523

Project Director:	William E. Sims
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (1-12)
Proposed Budget:	$59,587.00

The major objective of this project is to conduct a training program in ethnic studies for inservice teachers. Training experiences will be provided in (1) the ethnic, cross-cultural experience in Colorado, the region, and the nation; (2) factors affecting the performance of culturally different children; (3) ethnic studies materials and multimedia techniques for optimum student learning experiences; (4) strategies for resolving cross-cultural conflicts (e.g., workshops designed to promote attitudinal change or development of community education programs); (5) ways to help students focus on decision-making skills and problem-solving techniques; and (6) strategies for providing comfortable academic settings in which multiethnic students can display their unique strengths. Inservice teachers from three school districts in the Denver area will be involved in the seminars. The project director and assistant director will monitor the involved teachers' classrooms.

10. NORTH CONEJOS SCHOOL DISTRICT– ETHNIC STUDIES PROJECT

North Conejos School District RE 1J
Centauri Junior/Senior High School
P.O. Box 72
La Jara, Colorado 81140

Project Director:	Lamont Morgan
Ethnic Group:	Multiethnic (Colorado)
Audience/Grade Level:	Student Materials (K-12)
Proposed Budget:	$34,880.00

This project intends to develop curriculum materials for use with elementary and secondary students in the district. Audio-visual presentations of the cultural groups represented in the area will be developed. The project will also collect documents, family histories, photographs, artifacts, and other local cultural materials for research and study by students. The materials will be catalogued, and research guides will be developed.

11. ETHNIC HERITAGE STUDIES CLEARINGHOUSE

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Project Director:	Frances Haley
Ethnic Group:	Multiethnic
Audience/Grade Level:	Anyone interested in ethnic studies
Proposed Budget:	$41,794.00

The Ethnic Heritage Studies Clearinghouse will disseminate the products of the Title IX projects, as well as other ethnic heritage studies ideas, products, and information. The project will compile and disseminate a catalog containing descriptions of ethnic studies Title IX projects funded in 1978. Materials developed by the projects will be described in the catalog. (This will be a supplement to the *Ethnic Studies Catalog* developed by the clearinghouse's 1978 ethnic studies project.) The clearinghouse will also maintain and expand its field agent network, provide technical assistance to Title IX projects, and strengthen its linkages with other educational dissemination networks.

12. COPING WITH ETHNIC DIVERSITY IN THE ELEMENTARY AND MIDDLE SCHOOL CLASSROOM: A TEACHER TRAINING PROGRAM FOCUSING ON IMMIGRANT POPULATIONS

University of Denver
Center for Teaching International Relations
University Park
Denver, Colorado 80208

Project Director:	Steven Lamy
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (K-8)
Proposed Budget:	$41,789.00

This project will conduct a year-long inservice training program in multiethnic education within three (two elementary and one middle) schools in the Denver Public School System. The schools will be among those that are enrolling increasing numbers of "new immigrant" children, including Vietnamese, Laotians,

Cambodians, Mexicans (Nationals), and Persians. The project will undertake a number of activities. A handbook designed to develop "global awareness" among the participants will be produced. The project will introduce teachers to various teaching strategies and classroom techniques and develop two "classroom activities" handbooks. The handbooks will be disseminated and tested within the pilot schools. They will later be published by the Center for Teaching International Relations and disseminated nationally for use in inservice and preservice training of teachers.

Connecticut

13. COMMUNITY BASED ETHNIC HERITAGE STUDIES PROGRAM

Bristol Board of Education
Office of State and Federal Program
985 Farmington Avenue
P.O. Box 450
Bristol, Connecticut 06010

Project Director:	Richard D. Nolan
Ethnic Group:	Multiethnic
Audience/Grade Level:	Adult/Community Education Teachers (K-12) School Administrators (K-12) Student Materials (K-12)
Proposed Budget:	$48,500.00

This project will develop a community-based ethnic heritage studies program which will undertake many activities. These include identifying ethnic groups in Bristol and involving them in the project; communicating with and helping newly immigrated individuals identify with previously assimilated ethnic groups; establishing an ethnic heritage resource center; having secondary students undertake an ethnic heritage exploration; developing an ethnic tutor/translator corps for non-English-speaking immigrant children and adults; sponsoring a Bristol ethnic heritage celebration festival; and assessing the ethnic heritage studies element within existing curricula in the schools.

14. MIGRATIONS

The Teacher Center, Inc.
425 College Street
New Haven, Connecticut 06511

Project Director:	Jan Murray
Ethnic Group:	Multiethnic (with emphasis on Connecticut, New Haven)
Audience/Grade Level:	Teacher Education (K-12)
Proposed Budget:	$40,775.00

A traveling "mini-museum" containing folk art objects and related print and nonprint media materials will be developed. Teachers in New Haven will use the "mini-museum" to explore the experience of migration, stressing the major ethnic populations of New Haven. Teachers and students will then be expected to develop and document their own oral history or folk arts projects. The project will also present a series of film and discussion workshops about aspect of oral history and folk arts, provide inservice teacher training, and produce a sourcebook documenting the project.

15. UNDERSTANDING AND DOCUMENTING THE EXPERIENCES OF FOUR ETHNIC GROUPS OF MAJOR IMPORTANCE IN THE MID-CONNECTICUT REGION

Wesleyan University
Graduate Liberal Studies Program
Wesleyan Station
Middletown, Connecticut 06457

Project Director:	Phyllis Bruce
Ethnic Group:	Irish Americans, Italian Americans, Jewish Americans, Polish Americans
Audience/Grade Level:	Community Service Workers Teacher Education (K-12)
Proposed Budget:	$59,676.00

This project will train participants in the techniques of ethnological research. Forty to seventy participants, primarily teachers and community service workers, will attend a two-semester course. The program will concentrate on the study of four major ethnic groups in the Middletown area: Irish Americans, Polish Americans, Jewish Americans, and Italian Americans. In the first semester, participants will learn about the history of the four groups and will be trained in research techniques. The second semester will involve the participants in a number of activities. They will collect information on the four ethnic groups, prepare a catalog of existing materials, and design a commentary guide to aid teachers and community workers in the future use of the materials.

District of Columbia

16. RAICES: Roots in Hispanic American Heritage

Books for the People Fund
Project LEER
636 Massachusetts Avenue, N.W.
Washington, D.C. 20002

Project Director:	Susan Benson
Ethnic Group:	Hispanic Americans
Audience/Grade Level:	Teacher Resources (K-12)
Proposed Budget:	$43,800.00

Currently available, exemplary Hispanic heritage materials appropriate for students and teachers from primary through secondary grades will be disseminated. The project will identify and review materials and information related to U.S. residents with roots in Rio de la Plata countries, Andean countries, the Spanish Caribbean, and Central America. The information gathered will be disseminated through special issues of the project's *LEER Bulletin* and through an information service to be established by the project. The ethnic studies materials and programs identified will also be integrated into the Books for the People Fund's ongoing program of training institutes funded primarily through other sources.

Guam

17. FILIPINO ETHNIC HERITAGE STUDIES: GUAM ELEMENTARY CURRICULUM CLASSROOM INSTRUCTIONAL KITS

University of Guam
College of Education
P.O. Box EK
Agana, Guam 96910

Project Director:	Michael F. Caldwell
Ethnic Group:	Filipino Americans (Guam)
Audience/Grade Level:	Student Materials (K-6) Teacher Education (K-6)
Proposed Budget:	$60,000.00

This project is designed to introduce Guam's elementary school students to interesting and pleasurable experiences related to Philippine history and Filipino culture. Ten activity-oriented instructional kits will be designed around themes of interest to children, such as myths and games. A one-day workshop will be held to familiarize educators with the kit. A four-day summer workshop will also be conducted. One set of kits will be placed in each Guam elementary school library.

Illinois

18. CULTURAL PLURALISM THROUGH ETHNIC VALUES CLARIFICATION: A TRAINING MODEL

Lithuanian Educational Council of U.S.A., Inc.
912 Plainfield Road
Downers Grove, Illinois 60515

Project Director: Bruno P. Juodelis
Ethnic Group: Lithuanian Americans
Audience/Grade Level: School Administrators (K-12)
Teacher Education (K-12)
Proposed Budget: $49,800.00

This project will design and conduct three values-clarification workshops for K-12 teachers and principals in the national Lithuanian American community school system. The intent of the workshops is to confront and clarify teaching values as they are expressed in instructional style and content. Emphasis will be on counterpointing the teachers' value scheme with that of their second- and third-generation Lithuanian American pupils. The model can serve generally as the basis for redirecting ethnic school curriculum toward a more rational emphasis on cultural pluralism.

Louisiana

19. ETHNIC HERITAGE IN THE FLORIDA PARISHES OF LOUISIANA

Southeastern Louisiana University
Department of Education
100 West Dakota Street
Hammond, Louisiana 70402

Project Director: John Magee
Ethnic Group: Multiethnic (Louisiana)
Audience/Grade Level: Adult/Community Education
Student Materials (K-12)
Teacher Education (K-12)
Proposed Budget: $14,712.00

This project will sponsor a summer workshop in which participants will develop curriculum materials on the ethnic groups of Louisiana's Florida Parishes. The workshop participants will research the history of the locality and identify the historical experiences and contributions of the ethnic groups in the area. Bibliographies, narratives, and multimedia kits for each ethnic group will then be produced.

Maine

20. ETHNIC HERITAGE STUDIES PROGRAM: DISSEMINATION OF MATERIALS

Hyde School
616 High Street
Bath, Maine 04530

Project Director: James W. Searles
Ethnic Group: French Americans
Audience/Grade Level: Adult/Community Education
Student Materials (9-16)
Proposed Budget: $44,703.00

The goal of this project is to develop a model curriculum for ethnic studies using the community as a resource. The first task of the project will be to gather personal stories, legends, history, traditions, and anecdotes of French Americans. Using the materials gathered, students and senior citizens will write materials that will be both valuable historical recordings and simple, interesting personal accounts of French American culture that will motivate the average student and reader. A third task of the project will be to use these materials to script and televise a dramatic musical show depicting the experiences of French American senior citizens. All materials will be disseminated to high schools and colleges throughout the state.

21. WE'RE STILL HERE

Tribal Governors, Inc.
93 Main Street
Orono, Maine 04473

Project Director: John Kent, Jr.
Ethnic Group: American Indians (Maine)
Audience/Grade Level: Student Materials (9-16)
Proposed Budget: $59,976.00

This project will develop a 60-minute, 16mm film on the history and culture of Maine American Indians for use with secondary and college students. A conference with Indian advisors and scholars will be held to gain insight into Indian lifeways and the Indian community; suggestions for resources and interviewees will also be gathered. Indian staff members will conduct all research, including interviews, location scouting, and archival searches for artwork, archaeological finds, and photographs. Production of the film will be carried out by a primarily Indian staff, with feedback from consultants, Indian advisors, and the community.

22. THE MAINE IDEA: INSTRUCTIONAL DEVELOPMENT IN ETHNIC ACTIVITIES

University of Southern Maine
Associate Degree Studies
96 Falmouth Street
Portland, Maine 04103

Project Director: George P. Connick
Ethnic Group: French Americans
Audience/Grade Level: Adult/Community Education
Teacher Education (K-12)
Teacher Resources (K-12)
Proposed Budget: $59,630.00

The major goal of the project is to initiate a broad-based ethnic studies "learning process" in four to eight elementary and secondary schools in southern Maine. This will be done by funding ethnic studies mini-projects in local schools. Curriculum materials and resource lists treating French Americans will be developed, and a bilingual newsletter will be distributed locally. Teacher training in use of the mini-projects and other materials will be provided to teachers in York County schools.

Massachusetts

23. RECOVERING THE AFRO-AMERICAN HISTORIC HERITAGE OF BOSTON AND PHILADELPHIA

Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

Project Director: Robert C. Hayden
Ethnic Group: Black Americans
Audience/Grade Level: Adult/Community Education
Teacher Resources (7-8)
Proposed Budget: $51,543.00

The major objectives of this project include (1) developing a model for the middle school in researching, documenting, interpreting, preserving, and disseminating the Black American historic heritage of Boston and Philadelphia; (2) developing an ethnic curriculum approach to using local historical/cultural background to explore community heritage; (3) producing school-based permanent museum resource centers on local Black American history; and (4) preparing a traveling exhibit of materials on the Black American heritage and history of Boston and Philadelphia.

24. TEACHERS AND COMMUNITY MEMBERS TRAINING PROGRAM

Greater Boston Chinese Cultural Association
Chinese Ethnic Heritage Studies Committee
P.O. Box 142
Newton Center, Massachusetts 02159

Project Director: Chi-Chung Wang
Ethnic Group: Chinese Americans
Audience/Grade Level: Adult/Community Education
Teacher Education (K-12)
Teacher Resources (K-12)

Proposed Budget: $59,430.00

This project will conduct two sets of training workshops–one for K-12 teachers and one for Chinese community resource persons. The purpose of the workshops will be to introduce the participants to Chinese cultural materials and to prepare them to deal with the emotional component of their own heritage and the interaction between members of different ethnic groups. A resource guide containing a listing of Chinese heritage curriculum materials will be developed and disseminated. The two training workshops will also result in a training module which will be made available.

Michigan

25. ETHNIC HERITAGE STUDIES PROGRAM

Detroit Public Schools
Federal State Special Programs
5057 Woodward Avenue
Detroit, Michigan 48202

Project Director:	Herschel Fort
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (K-12)
Proposed Budget:	$40,470.00

Teachers who participated in a two-week training session in 1977 and who are presently teaching in Detroit schools will be reidentified, inserviced, and asked to teach ethnic studies as a part of their daily classroom activities. These teachers will use a model developed by a pilot project during 1978-79. Each participating teacher will be responsible for developing two ethnic studies lessons, which will become a part of a lesson plan pack prepared for later dissemination. Teachers from a cross section of elementary, middle, and high schools will be involved.

26. NAH TAH WAHSH (SOARING EAGLE)

Hannahville Tribal Council
Hannahville Indian School
Route #1
Wilson, Michigan 49896

Project Director:	Sally Halfaday
Ethnic Group:	American Indians (Ojibwa)
Audience/Grade Level:	Student Materials (Preschool-8)
Proposed Budget:	$40,000.00

The Hannahville Indian community will develop an Ojibwa culture and heritage program for use with students in preschool through grade 8. The material developed will be infused into math, language arts, science, art, music, and reading classes. Through the materials, Indian students will learn of the contributions their ancestors have made to American society.

27. ETHNIC STUDIES METHODS AND MATERIALS FOR TEACHER TRAINING: A MODEL FOR SCHOOLS OF EDUCATION

University of Michigan
School of Education
Ann Arbor, Michigan 48109

Project Director:	James Anderson
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (K-12)
Proposed Budget:	$60,000.00

This project will undertake a number of activities aimed at improving the resources and techniques currently available to institutions that train teachers to teach ethnic studies. Title IX materials and other sources that relate to the training of teachers–both to teach ethnic studies and to better understand ethnic issues–will be collected, analyzed, and field tested. An annotated, evaluative directory of teacher training resources and methods for teaching ethnic studies will then be prepared. The project will also compile a resource manual for teacher trainers that will contain materials, strategies, and other information representing the best of what is currently available. A permanent library collection will be established, and a national training conference for representatives of teacher training institutions will be held.

28. LATINOS IN MICHIGAN AND THE MIDWEST: A RESOURCE OF HISTORICAL MATERIALS FOR TEACHING ABOUT ETHNIC GROUPS

Wayne State University
Center for Chicano-Boricua Studies
631 Merrick
Detroit, Michigan 48202

Project Director:	Rodolfo Martinez
Ethnic Group:	Latin Americans, Mexican Americans, Puerto Rican Americans (Midwest and Michigan, Detroit)
Audience/Grade Level:	Teacher Resources (9-12)
Proposed Budget:	$44,260.00

The major objective of this project is to produce curriculum materials that will document the history, culture, and heritage of Latinos in the Midwest, particularly in the state of Michigan. The material will provide resources for high school teachers who are involved in teaching about multicultural heritage. An annotated bibliography on Latinos in the Midwest, manuscripts on Mexican and Puerto Rican Americans of Detroit, and two study guides will be produced.

Minnesota

29. CONTEMPORARY ISSUES, SCANDINAVIA AND AMERICA

Augsburg College
Scandinavian Studies
731 21st Avenue South
Minneapolis, Minnesota 55454

Project Director:	Mildred Joel
Ethnic Group:	Scandinavian Americans
Audience/Grade Level:	Adult/Community Education Student Materials (13-16) Teacher Resources (13-16)
Proposed Budget:	$59,8[illegible]8.00

The major objective of this project is to explore how the cultural legacies of Denmark, Finland, Iceland, Norway, and Sweden have contributed insights, perspectives, and values important in dealing with critical social problems of modern American society. A project-sponsored course on Contemporary Issues in Scandinavia and America will include three conferences for the general public as well as students, teachers, and community leaders. The conferences will deal with specific issues on energy and the environment, health care, and the status of women. The project also aims to develop and disseminate materials for use in institutions of higher education throughout the nation.

Missouri

30. ETHNIC HERITAGE STUDIES: DEVELOPING A PROGRAMMED LITERATURE UNIT

Washington University
Black Studies Program
Box 1109
St. Louis, Missouri 63130

Project Director:	Samual A. Hay
Ethnic Group:	Black Americans, Mexican Americans
Audience/Grade Level:	Student Materials (7-12)
Proposed Budget:	$60,000.00

This project will develop curriculum materials for use in secondary education. The materials will deal with the literature and drama of Blacks, Mexican Americans, and Whites. The pro-

grammed unit will use audiovisual materials, music, videotaped role playing, creative writing, and skills-guiding activities to assist students in developing reading and conflict-resolution skills. After the materials have been designed, developed, and field tested, attempts will be made to assure that they will be included in regular American literature courses.

New Hampshire

31. HOW TO PRODUCE ETHNIC HERITAGE FILMS AND SLIDE/TAPES USING HISTORICAL PHOTOGRAPHS AND ORAL HISTORIES

University of New Hampshire
Department of Media Services
Diamond Library
Durham, New Hampshire 03824

Project Director:	Gary Samson
Ethnic Group:	French Americans, Multiethnic
Audience/Grade Level:	Student Materials (7-12)
Proposed Budget:	$47,692.00

This project will develop a 16mm color and sound film entitled *The Franco-American* and an accompanying manual–*How to Produce Ethnic Heritage Films and Slide/Tapes Using Historical Photographs and Oral Histories*–for use at the junior/senior high school level. The film will document the history, culture, and contributions of the French American community in New England from 1869 to the present. The manual will help students and teachers locate and document historical photographs, make slides and film photographs, conduct oral history interviews, and develop a sound track.

New Jersey

32. LET'S MEET OUR NEIGHBORS

Jersey City State College
Multicultural Center
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

Project Director:	Janet Leonard
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (13-16)
Proposed Budget:	$58,000.00

The major objective of this project is to sponsor seminars and field work to help faculty members of Jersey City State College develop an understanding of and sensitivity to the concerns, needs, and expectations of ethnic persons in Jersey City and Hudson County. Off-campus seminars will be conducted for 25 college faculty whose main work is related to community services, including teacher training, law enforcement, nursing, social work, and business. The seminars will provide the participants with an understanding of cultural diversity and pluralism and will train the faculty in field-work methodology. After the initial seminar period, each faculty member will spend time in the field studying and observing an ethnic group of his/her choice and possibly participating in the group's cultural, social, and communal activities.

33. NEW JERSEY MULTI-ETHNIC ORAL HISTORY PROJECT

New Jersey Historical Commission
New Jersey Department of Education
113 West State Street
Trenton, New Jersey 08625

Project Director:	Ronald J. Grele
Ethnic Group:	Multiethnic (New Jersey)
Audience/Grade Level:	Student Materials (K-12)
Proposed Budget:	$46,321.00

An oral history project of the state of New Jersey will be undertaken. Faculty and students from three community colleges in New Jersey will interview members of ethnic groups throughout the state about their life histories. The project expects to produce at least 2880 taped interviews. The project will then videotape as many of the most exciting of these interviews as possible. The oral history archive will be used by various people, including elementary and secondary students and scholars.

New Mexico

34. DINÉ BIBEE HAZ' AANII (THE LAW OF THE PEOPLE)

Native American Materials Development Center
467 Rio Grande Boulevard, N.W.
Albuquerque, New Mexico 87104

Project Director:	Gloria Emerson
Ethnic Group:	American Indians (Navajo)
Audience/Grade Level:	Student Materials (9-12) Teacher Resources (9-12)
Proposed Budget:	$43,030.00

This project will illustrate and publish an already-written manuscript on Navajo tribal law-ways and government and will develop a teacher's guide/resource book to accompany the text. The project will also assemble current materials concerning tribal and intergovernmental relationships with the Navajo systems of government. This project was undertaken so that approximately 19,500 Navajo secondary school students can benefit from a civics and government curriculum reflecting the Navajo heritage and experience; non-Navajo students will also be able to use the materials.

New York

35. ILLUSTRATING THE HISTORY OF PUERTO RICAN MIGRATION TO THE U.S.A.

Aspira of America, Inc.
Communications Unit
205 Lexington Avenue
New York, New York 10016

Project Director:	Ralph Acosta, Jr.
Ethnic Group:	Puerto Rican Americans
Audience/Grade Level:	Adult/Community Education Student Materials (7-16)
Proposed Budget:	$47,648.00

This project will produce four half-hour audiovisual programs illustrating the history of Puerto Rican migration to the United States. The four programs will be available in videotape, animated slide film, and filmstrip form for use on television, in secondary and college classrooms, and before civic and cultural groups. A descriptive catalog and teacher's manual will also be produced.

36. CHINESE ETHNIC HERITAGE STUDY GUIDE

China Institute in America
125 East 65th Street
New York, New York 10021

Project Director:	F. Richard Hsu
Ethnic Group:	Chinese Americans
Audience/Grade Level:	Teacher Resources (11-16)
Proposed Budget:	$53,800.00

In order to provide Chinese Americans with an appreciation of their rich ethnic heritage and to introduce non-Chinese to the longest continuing civilization in the world, this project proposes to prepare a university-level study guide on the development of Chinese civilization from the first evidences of man to the overthrow of the Ching Dynasty in 1911. The guide will be appropriate for use in Asian studies courses, teacher training programs, adult education, and inservice teacher programs. The guide will also be useful in advanced high school programs and as a discussion guide for community groups, museums, and ethnic organizations concerned with Chinese ethnic heritage.

37. PROJECT SAME: SENSITIVITY APPROACH TO MULTI-ETHNIC EDUCATION

Community School District #18
755 East 100th Street
Brooklyn, New York 11236

Project Director:	Phillis Gonon
Ethnic Group:	Multiethnic (New York, Community School District #18)
Audience/Grade Level:	Adult/Community Education Teacher Education (K-12)
Proposed Budget:	$52,720.00

Project SAME will develop, implement, and evaluate a training manual in multiethnic education. The manual will focus on the personal human relations aspect of ethnic studies and will cover such topics as sensitivity to cross-group similarities, knowledge of group and individual differences, and the history and culture of the many ethnic groups represented in District 18. The program will train 26 administrators, 78 teachers, and approximately 200 community ethnic leaders. A special group of teachers will teach cultural activities to approximately 2400 students.

38. ETHNIC HERITAGE CURRICULUM DEVELOPMENT: THE INDIVIDUAL AND ETHNIC IDENTITY

Junior College of Albany
Russell Sage College
140 New Scotland Avenue
Albany, New York 12208

Project Director:	Henry Brownstein
Ethnic Group:	Multiethnic
Audience/Grade Level:	Student Materials (7-14)
Proposed Budget:	$25,338.00

This project's major objective is to develop materials which will provide secondary and junior college students with a perspective which views ethnics as individuals, rather than as members of a group of people who are all alike. To accomplish this program goal, the project will develop workbooks for classroom instruction. Materials for the workbooks will be based on personal interviews with ethnic persons from the greater Albany area, conducted by the project director. Some of these interviews will be videotaped; the tapes will be available for use with the workbooks. Such optional learning experiences as guest speakers and an ethnic festival will be included in the workbooks, and teachers' manuals will be developed to accompany the workbooks. The materials will be field tested in urban and suburban classrooms and in junior college classes. Participating field-test teachers will attend three workshops--one to assist in materials development, one for training in use of the materials, and one for evaluating the field-test experience. Pre/posttests on attitudes will be administered to all students involved in the field tests as well as to control groups. Dissemination will include provision of complimentary copies to participating field-test teachers and districts, districts in the project area, and advisory council members. Articles describing the project and project materials will be published, and a commercial publisher for the final product will be sought.

39. A PROPOSAL FOR AN ETHNIC HERITAGE STUDIES VIDEOTAPE SERIES

The Research Foundation of the State University of New York at Albany
P.O. Box 9
Albany, New York 12201

Project Director:	Murray G. Phillips
Ethnic Group:	Southern and Eastern European Americans
Audience/Grade Level:	Student Materials (9-16)
Proposed Budget:	$46,837.00

A series of three videotapes based upon interviews with immigrants from southern and eastern Europe will be produced for use with secondary and college students. For the most part, the videotapes will deal with the immigrants who came to this country between 1880 and 1924. Some attention will, however, be paid to immigrants who arrived between 1924 and the present.

North Carolina

40. AN APPALACHIAN ETHNIC HERITAGE STUDIES PROGRAM: A MODEL FOR SOLIDIFYING SELF-IDENTITY OF MINORITY COLLEGE STUDENTS

Mars Hill College
Mars Hill, North Carolina 28754

Project Director:	Jill Mannisto
Ethnic Group:	Appalachian Americans
Audience/Grade Level:	Student Materials (13-16)
Proposed Budget:	$45,000.00

This project will develop a universally applicable model for acquainting college students with their personal identity to insure their successful functioning in any environment. Sixteen Appalachian American college students will be involved in such activities as participating in seminars and workshops, teaching in a language experience reading program utilizing Appalachian curriculum materials, developing and presenting a slide/tape presentation to diverse audiences, taking field trips, and participating in conferences.

Oregon

41. NORTHWEST OFFICE FOR CULTURAL HERITAGE RESOURCE (NOCH)

Portland State University
Office of International Education
P.O. Box 751
Portland, Oregon 97207

Project Director:	Ralph Nelsen
Ethnic Group:	Multiethnic (Washington and Oregon)
Audience/Grade Level:	Adult/Community Education Teacher Resources (K-12)
Proposed Budget:	$59,704.00

This project will develop a regional resource center for materials relating to the cultural heritage of Oregon and Washington. The resource center will circulate the resource materials collected to schools, cultural/ethnic organizations, and community agencies. The project will also provide on-site technical assistance services, needs assessments, and some inservice training for school staff and community members.

Pennsylvania

42. EXPRESSIONS OF ETHNICITY

Historical Society of Berks County
940 Central Avenue
Reading, Pennsylvania 19601

Project Director:	Harold E. Yoder
Ethnic Group:	Jewish Americans, Polish Americans (Pennsylvania, Reading)
Audience/Grade Level:	Student Materials (4-6)
Proposed Budget:	$49,300.00

In cooperation with Albright College, this project will develop two super-eight color/sound films on two local ethnic groups: Jewish Americans and Polish Americans. The materials are intended for use in the upper elementary grades. The films will focus on the ways in which families from each group observe and express their ethnic heritage through holidays, religious observances, language, home life, and involvement in the community. The films will each be accompanied by a teacher's guide and a student activity booklet. To promote the use of the materials and to share the project experience and methods with others

wishing to attempt similar projects, a sound slide program and a videotape will be developed.

43. CONTEMPORARY UKRAINIAN CULTURE IN PHILADELPHIA: AN EDUCATIONAL FILM

La Salle College
20th Street and Olney Avenue
Philadelphia, Pennsylvania 19141

Project Director:	Leo Rudnytsky
Ethnic Group:	Ukrainian Americans (Pennsylvania, Philadelphia)
Audience/Grade Level:	Adult/Community Education Student Materials (4-12)
Proposed Budget:	$52,110.00

This project will produce a 50-minute, 16mm, color educational film that will depict the contemporary culture and lifestyle of the Ukrainian community in Philadelphia. The film will be organized around a series of fast-moving vignettes which present a mosaic of Ukrainian American life. Particular emphasis will be placed on children and adolescents. The film will be made available to elementary and secondary schools and to community/civic organizations.

Texas

44. AIM: AIDING THE INFUSION OF MULTICULTURALISM

Education Service Center, Inc.
Region 20
1550 N.E. Loop 410
San Antonio, Texas 78209

Project Director:	Dwain M. Estes
Ethnic Group:	Multiethnic
Audience/Grade Level:	Teacher Education (K-6) Teacher Resources (K-6)
Proposed Budget:	$60,000.00

This project will augment and disseminate the ethnic/culturally related materials available from the Institute of Texan Cultures and the ESC-20 Instructional Media Center and will train elementary school teachers and social studies supervisors in the 14-county service area of Region 20 in the use of these materials. A guide that will identify materials that teachers may use to teach a wide variety of concepts dealing with ethnic heritage in the K-6 social studies curriculum will be developed. A series of multimedia kits will be made available to teachers, and workshops will be conducted.

45. MAINSTREAMING THE MEXICAN AMERICAN

Hidalgo County Library System
100 North Closner
Edinburg, Texas 78539

Project Director:	Mary Kay Donahue
Ethnic Group:	Mexican Americans
Audience/Grade Level:	Adult/Community Education Student Materials (9-12)
Proposed Budget:	$31,466.00

The public libraries of Hidalgo County, Texas have developed one of the nation's largest and best Mexican American/Mexican culture collections. In this project the eight public libraries and two high school libraries will provide access to each other's collections for both students and the general public via a computer-produced union catalog-on-microfilm. The number of ethnic studies materials made available to students will be maximized.

46. ARCHIVES AND TEXTBOOKS, A NEW LEASE ON LIFE: THE IDENTIFICATION, ACQUISITION AND PRESERVATION OF MEXICAN AMERICAN PRIMARY SOURCE MATERIAL

University of Texas
The General Libraries
Austin, Texas 78712

Project Director:	Harold W. Billings
Ethnic Group:	Mexican Americans
Audience/Grade Level:	Adult/Community Education
Proposed Budget:	$60,000.00

This project intends to improve the availability and accessibility of Mexican American archival materials and sources of information to the educational community and the community at large. The project will first identify and evaluate Mexican American archival and primary source materials dating from 1848 to the present. Particular emphasis will be placed on family and organizational records located in Texas and the Southwestern United States. The project will then purchase an estimated 13 to 14 collections. A guide to the Mexican Americans archives and two instructional supplements will be developed and distributed.

Virginia

47. INSTRUCTION TRAINING CURRICULUM DEVELOPMENT MODEL FOR CULTURAL AWARENESS

George Mason University
College of Arts and Science
4400 University Drive
Fairfax, Virginia 22030

Project Director:	Lillian Anthong Welch
Ethnic Group:	Black Americans (Northern Virginia)
Audience/Grade Level:	Student Materials (9-12)
Proposed Budget:	$53,774.00

The purpose of this project is to develop a model curriculum for cultural awareness, with the major focus on the Black American ancestry and birthright in the Gum Springs community of Virginia. Black Americans working on the project will write the curriculum using information and data provided to them through a series of workshops and seminars. A review and critique of the literature will also be undertaken. The curriculum developed will be used in secondary schools.

Washington

48. MUCKLESHOOT LANGUAGE AND HISTORY

Auburn School District #408
915 Fourth Street, N.E.
Auburn, Washington 98002

Project Director:	Virginia Cross
Ethnic Group:	American Indians (Muckleshoot)
Audience/Grade Level:	Adult/Community Education Student Materials (K-12)
Proposed Budget	$38,775.00

This project will develop a Muckleshoot language program for Indian students, as well as a coordinated history program for the Muckleshoot Indian tribe. The materials, which will be field tested, will be used in the schools and with adults.

49. TEACHING BEYOND THE COLOR LINES – ETHNIC STUDIES

Skagit Valley College
Ethnic Studies Department
2405 East College Way
Mount Vernon, Washington 98273

Project Director:	Theophilus W. Mungen
Ethnic Group:	Multiethnic (with emphasis on American Indians, Asian Americans, Black Americans, and Mexican Americans)
Audience/Grade Level:	Teacher Education (K-12)
Proposed Budget:	$14,941.85

The project plans to provide a two-week teacher training

program for 30 participants from elementary and secondary schools in Skagit, San Juan, and Island Counties (located in northwestern Washington State). During the summer session, instructors and participants will develop individual learning packages for use in their district schools. The packages, which will be field tested, will contain historical and cultural information about ethnic minorities.

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Multiethnic, 4, 5, 9, 10, 11, 12, 13, 14, 19, 25, 27, 31, 32, 33, 37, 38, 41, 44, 49
People of Tennessee-Tombigbee Waterway Corridor, 1
Polish Americans, 15, 42
Puerto Rican Americans, 28, 35
Samoan Americans, 3
Scandinavian Americans, 29
Ukrainian Americans, 43

GEOGRAPHIC AREA

Alabama, 1
Colorado, 10
Connecticut, New Haven, 14
Guam, 17
Louisiana, 19
Maine, 21
Michigan, Detroit, 28
Mississippi, 1
New Jersey, 33
New York, Community School District #18, 37
Oregon, 41
Pennsylvania, Reading, 42
Pennsylvania, Philadelphia, 43
United States, Midwest, 28
Virginia, Northern, 47
Washington, 41

Note: Numbers refer to catalog entry numbers, not page numbers.

APPENDIX

STATISTICAL DATA

TABLE 1

Ethnic Studies Projects Awarded by State, 1974-1979

State	Total Grants 1974-1979	1974 38 Projects*	1975 48 Projects*	1976 49 Projects	1977 64 Projects	1978 56 Projects	1979 48 Projects
Alabama	6	1		1	2	1	1
Alaska	4	1			1	1	1
Arizona	2			1	1		
Arkansas	1				1		
California	23	3	4	3	5	3	5
Colorado	11	1	1	1	3	1	4
Connecticut	10	1	1	2	1	2	3
Delaware	2		1		1		
District of Columbia	15	2	5	3	1	3	1
Florida	4	1		1		2	
Georgia	3		1	1	1		
Hawaii	5	1	1	1		2	
Idaho	1		1				
Illinois	11	3	1	2	2	2	1
Indiana	3	1		1		1	
Iowa	3	1	1	1			
Kansas	2		1		1		
Kentucky	1			1			
Louisiana	5		1		2	1	1
Maine	3						3
Maryland	7		1	2	2	2	
Massachusetts	17	3	3	1	2	6	2
Michigan	14	1	1	2	3	3	4
Minnesota	9	2	1	1	2	2	1
Mississippi	1				1		
Missouri	4	1			2		1
Montana	3		1		1	1	
Nebraska	2		1			1	
Nevada	2		1			1	
New Hampshire	2			1			1
New Jersey	7	2	2			1	2
New Mexico	8	1	1	2	2	1	1
New York	35	5	4	7	7	7	5
North Carolina	5		2		1	1	1
North Dakota	2			1	1		
Ohio	9	1	1	1	3	3	
Oklahoma	4			1	2	1	
Oregon	5	1	1	1		1	1
Pennsylvania	14	3	2	2	3	2	2
Rhode Island	3	1	1		1		
South Carolina	2	1		1			
South Dakota	2	1				1	

TABLE 1 (cont'd)

Ethnic Studies Projects Awarded by State, 1974-1979

State	Total Grants 1974-1979	1974 38 Projects*	1975 48 Projects*	1976 49 Projects	1977 64 Projects	1978 56 Projects	1979 48 Projects
Tennessee	0						
Texas	8	1	2	1		1	3
Utah	1		1				
Vermont	2			1	1		
Virginia	7	1	1	1	3		1
Washington	7		1	1	2	1	2
West Virginia	1		1				
Wisconsin	4	1	1	1	1		
Wyoming	1			1			
Micronesia	1			1			
Puerto Rico	1				1		
Virgin Islands	1				1		
American Samoa	1					1	
Guam	1						1

*Four joint projects in 1974 and one such project in 1975 account for more states than projects in each of these years.

TABLE 2

Type of Organizations Awarded Ethnic Studies Grants, 1974-1979*

Type of Organization	Total Grants 1974-1979	1974 38 Projects	1975 48 Projects	1976 49 Projects	1977 64 Projects	1978 56 Projects	1979 48 Projects
College/University	123	19	19	19	23	19	24
Ethnic Group or Organization	45		6	8	9	14	8
School (Individual School or School System)	41	5	10	6	9	5	6
Professional Organization	21	4	7	1	4	4	1
Board of Education	13		1	3	2	6	1
Educational Center	13	4	2	2	3	1	1
State Department of Education	13	5	1	1	4	2	
Not-for-profit Educational Organization	10	1		1	4	2	2
Community Group	6			1	1	3	1
Historical Society (State or Local)	5	1	1		1		2
Museum	3	2			1		
Religious Group	3		1	2			
Research and Development Group	3	1			2		
Library	2			1			1
Board of Cooperative Educational Services	1			1			
Day Care Center	1				1		
Radio Station	1			1			
Teacher Center	1						1
Television Station	1			1			
Miscellaneous	2		1	1			

*Many different types of organizations were awarded grants. The groups or organizations were classified in what we deemed to be the best possible way. However, we cannot guarantee that each group would place itself in the same category to which we have assigned it. Most groups are self-explanatory. A few need defining. A "professional organization" is a national membership group with specific objectives or goals. In our statistics, all groups which fall within the categories of both a professional organization and an ethnic organization--e.g., the Armenian Relief Society--were counted as ethnic organizations. "Educational centers" are groups, often local in nature, whose primary goal is the dissemination of educational information and/or materials. A few examples are the Portland Center for Urban Education, the Alabama Center for Urban Education, and the Curriculum Information Center of Mesa, Arizona.

TABLE 3

Ethnic Group Focus of Ethnic Studies Projects, 1974-1977

Ethnic Group	1974-1977			1974		1975		1976		1977	
	Total Number of Projects Treated by	Monoethnic Projects	Multiple Ethnic Gr. Projects	Monoethnic	Multiple Ethnic	Monoethnic	Multiple Ethnic	Monoethnic	Multiple Ethnic	Monoethnic	Multiple Ethnic
American Indians	44	21	23	3	3	5	7	5	5	8	8
Amish Americans	1	0	1								1
Appalachian Americans	7	4	3	1		3			1		2
Arab Americans	6	2	4		2		1	1		1	1
Armenian Americans	1	1	0			1					
Asian Americans	11	0	11		2		3		4		2
Basque Americans	1	0	1						1		
Black Americans	49	12	37	2	8	3	9	4	8	3	12
Brazilian Americans	1	0	1		1						
British Americans	3	0	3				1		1		1
Cape Verdean Americans	2	1	1				1	1			
Caribbean Americans	3	2	1				1	1		1	
Chinese Americans	13	4	9		3	1	1	1	3	2	2
Colombian Americans	1	0	1		1						
Croatian Americans	2	1	1	1	1						1
Cuban Americans	6	1	5		1		3	1			
Czech Americans	3	1	2	1	2				1		
Danish Americans	2	0	2		1					1	
Eskimo Americans	1	1	0								
Estonian Americans	2	1	1		1	1					
European Americans	4	1	3						1	1	2
Filipino Americans	6	1	5		2		1	1	2		
Finnish Americans	6	1	5		2			1	1		2
French Acadians	1	0	1				1				
French Americans	4	1	3		1	1			2		
German Americans	16	1	15		5		2		5	1	3
Greek Americans	9	2	7	1	2	1	2		1		2
Guyanese Americans	1	0	1		1						
Hawaiian Americans	3	0	3		1		1		1		
Hungarian Americans	3	0	3		3						
Icelandic Americans	1	0	1		1						

TABLE 3 (Cont'd)

Ethnic Group Focus of Ethnic Studies Projects, 1974-1977

Ethnic Group	1974-1977			1974		1975		1976		1977	
	Total Number of Projects Treated by	Monoethnic Projects	Multiple Ethnic Gr. Projects	Monoethnic	Multiple Ethnic	Monoethnic	Multiple Ethnic	Monoethnic	Multiple Ethnic	Monoethnic	Multiple Ethnic
Indian Americans	2	1	1		1					1	
Irish Americans	11	0	11		3		2		3		3
Italian Americans	21	1	20	1	8		2		4		6
Japanese Americans	15	1	14	1	4		2		3		5
Jewish Americans	21	4	17	1	7		2		3	3	5
Korean Americans	6	0	6		2		1		1		2
Latin Americans	9	0	9		2		2		2		3
Latvian Americans	1	0	1		1						
Lebanese Americans	2	0	2		1		1				
Lithuanian Americans	6	0	6		4		2				
Mexican Americans	26	4	22	1	4	3	6		3		9
Micronesians	1	1	0					1			
Migrant Farmworkers	1	0	1				1				
Norwegian Americans	3	0	3		1				1		1
Ozark Americans	1	1	0							1	
Pakistani Americans	2	0	2		1						1
Polish Americans	17	3	14		8		2	1	1	2	3
Portuguese Americans	3	0	3		3						
Puerto Rican Americans	18	2	16		6		2		3	2	5
Rhodesian Americans	1	0	1		1						
Romanian Americans	2	1	1		1			1			
Russian Americans	4	0	4		2		1				1
Samoan Americans	2	0	2		1				1		
Scandinavian Americans	5	1	4		1		1		2	1	
Scotch-Irish Americans	2	0	2				1		1		
Serbian Americans	2	0	2								
Slavic Americans	3	0	3		1						2
Slovak Americans	3	0	3		2		1				
Slovenian Americans	1	0	1		1						
Southern Agrarians	1	1	0					1			
Spanish Americans	4	0	4		1		2		1		

TABLE 3 (Cont'd)

Ethnic Group Focus of Ethnic Studies Projects, 1974-1977

Ethnic Group	1974-1977			1974		1975		1976		1977	
	Total Number of Projects Treated by	Monoethnic Projects	Multiple Ethnic Gr. Projects	Monoethnic	Multiple Ethnic	Monoethnic	Multiple Ethnic	Monoethnic	Multiple Ethnic	Monoethnic	Multiple Ethnic
Swedish Americans	3	0	3		1				1		1
Ukrainian Americans	8	0	8		3		2				3
Vietnamese Americans	5	1	4		1		1			1	2
Welsh Americans	3	1	2		1		1	1			
West Indian Americans	2	0	2								2
White Americans	3	0	3				1		2		

TABLE 3

Ethnic Group Focus of Ethnic Studies Projects, 1974-1977

	SUMMARY				
	Total Grants, 1974-1977	1974	1975	1976	1977
Monoethnic	83	13	19	21	30
Multiple Ethnic Group Approach	62	17	14	13	18
Multiethnic Approach	54	8	15	15	16
Total	199	38	48	49	64

TABLE 4

Ethnic Group Focus of Monoethnic and Multiple Ethnic Group Projects, 1974-1977

Ethnic Group	Number of Projects Treated By	Ethnic Group	Number of Projects Treated By
Black Americans	49	Portuguese Americans	3
American Indians	45	Slavic Americans	3
Mexican Americans	26	Slovak Americans	3
Italian Americans	21	Swedish Americans	3
Jewish Americans	21	Welsh Americans	3
Puerto Rican Americans	18	White Americans	3
Polish Americans	17	Cape Verdean Americans	2
German Americans	16	Croatian Americans	2
Japanese Americans	15	Danish Americans	2
Chinese Americans	13	Estonian Americans	2
Asian Americans	11	Indian Americans	2
Irish Americans	11	Lebanese Americans	2
Greek Americans	9	Pakistani Americans	2
Latin Americans	9	Romanian Americans	2
Ukrainian Americans	8	Scotch-Irish Americans	2
Appalachian Americans	7	Samoan Americans	2
Arab Americans	6	Serbian Americans	2
Cuban Americans	6	West Indian Americans	2
Finnish Americans	6	Amish Americans	1
Lithuanian Americans	6	Armenian Americans	1
Filipino Americans	6	Basque Americans	1
Korean Americans	6	Brazilian Americans	1
Scandinavian Americans	5	Colombian Americans	1
Vietnamese Americans	5	Eskimo Americans	1
French Americans	4	French Acadians	1
Spanish Americans	4	Guyanese Americans	1
Russian Americans	4	Icelandic Americans	1
European Americans	4	Latvian Americans	1
British Americans	3	Micronesians	1
Caribbean Americans	3	Migrant Farmworkers	1
Czech Americans	3	Ozark Americans	1
Hawaiian Americans	3	Rhodesian Americans	1
Hungarian Americans	3	Slovenian Americans	1
Norwegian Americans	3	Southern Agrarians	1

TABLE 5

Ethnic Group Focus of Monoethnic Projects, 1974-1977

Ethnic Group	Number of Projects Treated By	Ethnic Group	Number of Projects Treated By
American Indians	21	Eskimo Americans	1
Black Americans	12	Estonian Americans	1
Appalachian Americans	4	European Americans	1
Chinese Americans	4	Filipino Americans	1
Jewish Americans	4	Finnish Americans	1
Mexican Americans	4	French Americans	1
Polish Americans	3	German Americans	1
Arab Americans	2	Indian Americans	1
Caribbean Americans	2	Italian Americans	1
Greek Americans	2	Japanese Americans	1
Puerto Rican Americans	2	Micronesians	1
Armenian Americans	1	Ozark Americans	1
Cape Verdean Americans	1	Romanian Americans	1
Croatian Americans	1	Scandinavian Americans	1
Cuban Americans	1	Southern Agrarians	1
Czech Americans	1	Vietnamese Americans	1
		Welsh Americans	1

TABLE 6

Kind of Ethnic Studies Materials Developed

Kind of Material	Number of Items Completed	Number of Items In Preparation
A. AUDIOVISUAL		
Cassette or Audiotapes	438	7
Videotape or Cassette	146	1
Slide Program (66 with cassette and 21 alone)	87	4
Filmstrip (28 with cassette; 6 with record; and 1 alone)	35	
16mm Film	10	1
Record	5	
Total	721	13
B. PRINT	651	35
C. OTHERS		
Kits/Boxes of Artifacts and Other Miscellaneous Materials	21	11
Posters	17	
Activity Cards	7	
Games	7	
Databank	3	
Computer File	2	
Transparencies	2	7
Greeting Cards	1	
Study Prints	1	
Traveling Exhibit	1	
Ditto Masters		3
Total	62	21

Total Number of Audiovisual, Print, and Other Materials Completed	1434	Total Number of Audiovisual, Print, and Other Materials: in Preparation	69